

ANTI-BULLYING POLICY

Behaviour in school is generally very good and instances of bullying are relatively unusual, and the school is proactive in ensuring that staff and pupils know that bullying is unacceptable. The school aims to create an ethos of mutual respect between all members of the community, and to ensure all pupils are confident that reported instances of bullying and unkindness will be followed up swiftly, sensitively and effectively by staff.

There is a continuum between teasing and bullying. Bullying, however, is defined as behaviour by an individual or group, sometimes repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can have serious long-term psychological impacts on those affected. It can take place between pupils, between pupils and staff, between parents and staff, or among staff. On rare occasions, Bullying can also happen between pupils and parents, and between parents and staff. Bullying can be motivated by prejudice, by actual or perceived differences, e.g. race, religion, culture, sexual orientation, health conditions, gender, homophobia, SEN, disability, because a child is adopted or a carer. Bullying may involve an imbalance of power which makes it difficult for the victim to defend themselves.

1. Verbal: name calling, sarcasm, spreading rumours, persistent teasing or banter
2. Emotional: excluding, hiding possessions, threatening gestures, humiliation
3. Physical: pushing, hitting, kicking or threatening to do so
4. Racist, religious, cultural: taunting, graffiti, gestures
5. Sexual: unwanted physical contact, comments, homophobic abuse
6. Sexist: imposing stereotypical images, victimising someone because of their gender
7. Cyber (electronic/digital/online means): digitally through social network sites, mobile phones, text messages, photographs or other images, sexting, emails etc. This can happen at all times of day, with a potentially bigger audience and therefore more accessories to the incident(s).
8. Other: e.g. related to SEN, disabilities.

Throughout the school there is an emphasis on kindness and openness, and on consideration and tolerance of others. Differences such as ethnicity, gender or sexuality which can motivate bullying are openly discussed and pupils are made aware that bullying is unacceptable through Tings, Home Room, Well-being, PSHE, curriculum opportunities in e.g. language lessons. This policy is on the School website. Termly awareness weeks are held for anti-bullying and mental health.

In addition, bullying is covered in new staff induction and raised and discussed at staff meetings to ensure staff are aware of legal responsibilities, and which steps are to be taken. The school may need to seek specialist skills to help students who are LGBT, or who have SEN or disabilities. Feedback is received from pupils informally and through an annual pupil questionnaire.

If a pupil is being bullied, feels they are being treated unkindly or insensitively or made unhappy/uncomfortable or feel that this is happening to someone else they should tell their Peer Mentor, Home Room teacher, Head of Division or the Head of Well-being or any member of staff they know and trust, or their parents who should inform the Home Room teacher, Head of Well-being and/or Head of Division.

The Home Room teacher, Head of Well-being and Head of Division will listen to what they have to say and agree what should be done next. With the exception of physical bullying (which is rare), problems can usually be dealt with discreetly by discussing the matter with the other person(s), and keeping all parents, as appropriate, informed. The focus is on the need for pupils to recognise and regret the impact of their deeds and words, and on reconciliation and as quickly as possible before things escalate. In more complex situations, where hurt has been caused and inflicted on both sides, a reconciliation through mediated conversations in the presence of a Head of Division is always our aim. Experience shows that when sanctions are not immediately imposed, pupils are more likely to seek help and can be helped to understand and change their behaviour.

When a case of unintentional unkindness or bullying has been dealt with, the Home Room teacher and Head of Division will speak to the pupil about two weeks later and again the following half-term. If the matter is unresolved, the matter will be dealt with more severely. Sanctions will depend on the severity of the bullying and the ages of those involved, ranging from a letter home and Head of Division's detention to expulsion in the case of intimidation and persistent bullying.

A bullying incident should be treated as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', and will be raised with the Governing Body.

All instances of bullying must be referred to the Head of Well-being, who will keep a record and review and evaluate policy annually.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in

Education” 2023;

- [Preventing and tackling bullying - GOV.UK](#)
- NSPCC <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>
- <https://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/>

Useful websites:

- “147 Tips and Help” from the Pro Juventute Foundation, issue of the national hotline, helps children and young people who have questions or problems or who are in an emergency situation. Children and adolescents can talk about their worries in a manner confidential and anonymous 24 hours a day, by telephone, SMS, chat, e-mail or web service. Qualified people are available 24 hours a day to provide advice professionals.
- On the Internet platform 147.ch (<https://www.147.ch/fr/>), children and young people will find additional answers to their questions as well as many useful links and addresses of specialized services
- The Diana Award: Living legacy to Princess Diana's belief that young people have the power to change the world for the better. Involves a number of different projects aimed at reducing bullying in schools. One of the main projects is the Anti-Bullying Ambassadors programme which has trained over 24,000 young people across the UK to lead on anti-bullying campaigns in their schools. King’s was selected as a showcase school for its anti-bullying work in 2019. Website has plenty of advice on bullying for parents and young people. <https://www.antibullyingpro.com/support>
- Bullying UK: part of the ‘Family Lives’ charity. Comprehensive advice for parents and students including coverage of SEND, racist bullying and cyberbullying. <https://www.bullying.co.uk/> • Childline: specific information for young people about different types of bullying including cyberbullying and racist bullying <https://www.childline.org.uk/info-advice/bullying-abusesafety/> .
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. Parents’ Helpline (Mon-Fri, 10-4) 0845 1 205 204 or www.kidscape.org.uk
- Just Like Us: a charity to support young people belonging to the LGBTQ+ community. Runs a diversity week for schools. <https://www.justlikeus.org/>
- Changing Faces: a wealth of online support for issues (including bullying) relating to physical difference or disfigurement <https://www.changingfaces.org.uk/> 0300 012 0275
- National Autistic Society: specific guidance for parents about bullying and autism <https://www.autism.org.uk/advice-and-guidance/topics/bullying/bullying/parents>