



## Anti-bullying Policy

<b>Reviewed:</b>	June 2018
<b>Review Date:</b>	June 2019
<b>Review Cycle:</b>	Annual
<b>Author:</b>	DGU
<b>Committee:</b>	Standards & Curriculum

### **Reporting Bullying – Quick Guidance**

If you need to report bullying please turn to Appendix 1 on page 7, reporting for Parents/carers

### **Rationale**

Kings Norton Girls' School recognises that an emphasis should be given to the prevention of bullying and every student, member of staff, parent, visitor and our school community has the right to be free from bullying.

Staff and students will ensure that careful consideration is given to the prevention of bullying to all, including the students in our community deemed as **vulnerable**, such as:

- Students with special education needs, learning difficulties and/or disabilities
- Looked after children (LAC)
- New students
- Students with mental health issues and/or medical needs
- Young carers
- Students with English as an additional language
- LGBT students
- Students with behaviour and/or attendance issues

### **What is bullying?**

The Anti-Bullying Alliance defines bullying as:

*'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'*

The students at Kings Norton Girls' School define bullying as:

*'Bullying is continuously, with purpose, hurting someone physically, verbally or mentally through face-to-face contact or online using digital devices or social media'. (February 2018)*

### **Definition of types of bullying:**

The key component of bullying is that the physical or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and abuse.

Bullying is comprised of direct behaviours and indirect behaviours.

- Direct behaviours include:
  - **Physical** – a punch, pinch, kick, prod, push, trip, slap or similar contact
  - **Verbal** – name calling, commenting on a students' response in lesson, comments regarding appearance or similar
  - **Racist** – directed at ethnic origin, skin colour, accent
  - **Gender and gender variant** – comments or negative behaviour about gender identity or tendencies
  - **Homophobic** – comments or negative behaviours about sexual tendency behaviour
  - **Cyber bullying** – posting inappropriate images/videos or comments made via digital devices including texts, emails, social media, or online chat
  - **Excluding others** – deliberately not allowing others to be involved in discussions and/or activities
  - **Damage or theft of others' property** – personal items are damaged, moved or taken
  - **Focused at vulnerable groups** – comments or negative behaviour towards students identified in our school as vulnerable e.g. those with a physical and/or social disability
- Indirect behaviours include:
  - Spreading rumours
  - Talking about another person when they are not around
  - Enforcing social isolation.

### **Purpose**

Kings Norton Girls' School will provide a system whereby all students and staff can identify aspects of bullying, such as physical or verbal attacks, gesturing (movement of part of the body, especially a hand or the head, to express an idea or meaning), extortion and exclusion. The policy supports the fostering of an atmosphere where students who have observed and/or who are being bullied are encouraged to talk about incidents in a way that they will be listened to and prompt action will be taken. This policy clearly states the school stance on:

- Prevention of bullying
- Reporting of bullying
- Recording incidents of bullying

- Supporting the victim and improving the behaviours of the bully
- Consequences and Sanctions
- Communication with those involved in bullying

### **Practice**

#### **In raising awareness to prevent bullying the school will:**

- Drive the anti-bullying message through assemblies and hold regular anti-bullying weeks to promote the school's anti-bullying policy and ethos
- Deliver anti-bullying and 'respect all' in PSHE lessons and other relevant subject areas
- Have a Safeguarding and Behaviour for Learning Policy that incorporates the school ethos of Stardom
- Maintain an anti-bullying display board detailing how to report bullying
- Implement actions of an anti-bullying quality mark
- Ensure the Anti-Bullying Policy is available on the school web site
- Place anti-bullying information in student planners
- Use the themes of the week based around anti-bullying to promote the school's anti-bullying policy and harmonious community ethos
- Make sure that all new students are made aware of and reassured by knowing that bullying is unacceptable and will not be tolerated
- Ensure all students will be made fully aware of the school safeguarding policy section on bullying.

#### **Staff will:**

- Listen and take the reporting of alleged bullying seriously and report the information to the appropriate school team. ***See Staff Guidance on responding to reported bullying***
- Ensure effective break time and lunch time supervision rotas are in place with clear duty responsibilities.
- Deliver and attend regular training sessions (for teaching and non-teaching staff) on the anti-bullying policy, including the reinforcement of school anti-bullying procedures and other associated issues such as dealing with disclosures.
- Monitor students who have recently moved school through Form Tutors and Heads of House, particularly those known to have been victims of bullying at their previous school.
- Carry out surveys on bullying each year during anti-bullying week.
- Deal with disclosures sensitively and with a level of anonymity if this is requested and feasible.
- Record appropriately all reported incidents of bullying and outcomes (Appendix 1)

To ensure the accuracy of reporting, written testimony will be taken from the victim, the perpetrator and any witnesses. These will be treated sensitively and kept confidential.

### **Students should:**

- Know they have a right to report bullying through the curriculum and displays
- Know how to report bullying
  - Guidance in student planner, website or anti-bullying display board: '*Guidance for students on how to report bullying*' and '*Guidance for students on what to do if I am being bullied.*'
- Offer support for each other e.g. Companions
- Support the creation and maintenance of the anti-bullying display boards
- Be involved through student Leadership in the development of the Anti-bullying Policy and setting anti-bullying expectations including having bullying as an agenda item at least once a year.
- Support the organisation of the running of key anti-bullying events e.g. the Anti-Bullying showcase and anti-bullying weeks.
- Follow the school behaviour for learning policy on the use of mobile phones inside at all times

### **Parents/ carers will know to:**

- Inform the school as soon as possible of any concerns so that we can work through the situation together. **See Appendix 1 Reporting – Parents/Carers**
- Read the school E-safety and anti-bullying guidance for parents found on the school website or available from the school.

### **Support for the Target of bullying:**

If bullying occurs, the school recognises how traumatic being the target of bullying can be. We are committed to providing each target with the support they need to continue with their education in an environment free from the fear of bullying in order to do this the school will:

- Offer them an immediate opportunity to talk about the experience
- Inform the parents/carers
- Discuss with the parents/carers what support they feel their child needs
- Offer continuing support as required
- Make referrals to external agencies if necessary
- Arrange with parents for students to be escorted to and from the school
- Offer a meeting with the perpetrator of the bullying
- Take disciplinary steps based on evidence as required in line with our Behaviour For Learning policy.

### **Improving behaviours of the bully:**

The school recognises that bullying can damage the education of the perpetrator as well as the target. Students that bully will be offered a range of support. This may include some of the following:

- A behaviour action plan
- Participation in a resolution process, appendix 3.

- A report card
- Supervised break times
- Internal isolation
- A referral to an external agency
- A referral to the police

### **Schools response to resolving reported bullying**

There are a number of factors that the school will consider in selecting our approach to restore relationships:

- Severity and frequency of the behaviour patterns of the bullying
- Impact and harm caused by the bullying
- Legality of the bullying behaviour
- Individual or group bullying
- Provocation on the part of the person being bullied
- Degree of remorse by the person doing the bullying and resulting actions
- Willingness for mediation by all those involved
- Other support available to the person being bullied
- Student ages of all involved
- Capacity of the students to learn strategies and use problem solving techniques
- Parent engagement.

### **Consequences and resolution approaches**

It is important for the victim of bullying, the perpetrator and the school community as a whole, that there are clearly defined consequences for an act of bullying.

Each case will be dealt with individually and sanctions may be used in conjunction with our resolution approaches – See Appendix 2.

Intervention could take place at one of four levels, listed below, or escalated through the levels if bullying continues.

<b>Level</b>	<b>Action</b>
1	Bully spoken to and one or more resolution approach may be implemented to ensure no reoccurrence. Communication takes place with parents/carers of target and bully.
2	One or more resolution approach initiated and supported by parental involvement. Bully's parent/carers invited in to school to discuss the behaviour. Sanctions in line with behaviour for learning policy implemented. Communication takes place with parents/carers of target.
3	One or more resolution approach initiated and supported by parental involvement. Fixed Term Exclusion from school for the bully.

Level	Action
	Reintegration parent meeting with a senior leader and return to school action plan. Communication takes place with parents/carers of target.
4	One or more Strategies listed in KNGS resolution approaches initiated and supported by parental involvement. Bully's place at school at risk, possible: <ul style="list-style-type: none"> <li>• permanent exclusion from school.</li> <li>• referred to Sharing Panel for Headteachers to place bully at a different institution.</li> <li>• placed in non-mainstream alternative provision.</li> </ul> Communication takes place with parents/carers of target.

### **Safeguarding**

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student in or out of school
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school

These will be referred to the designated senior leader (DSL) for safeguarding in line with our safeguarding and child protection policy.

### **Monitoring**

The Deputy Headteacher (Students) will monitor the working of the policy through:

- Inclusion behaviour meetings at least termly.
- Consultation with the School Student leadership group at least yearly.
- Student voice at least yearly.

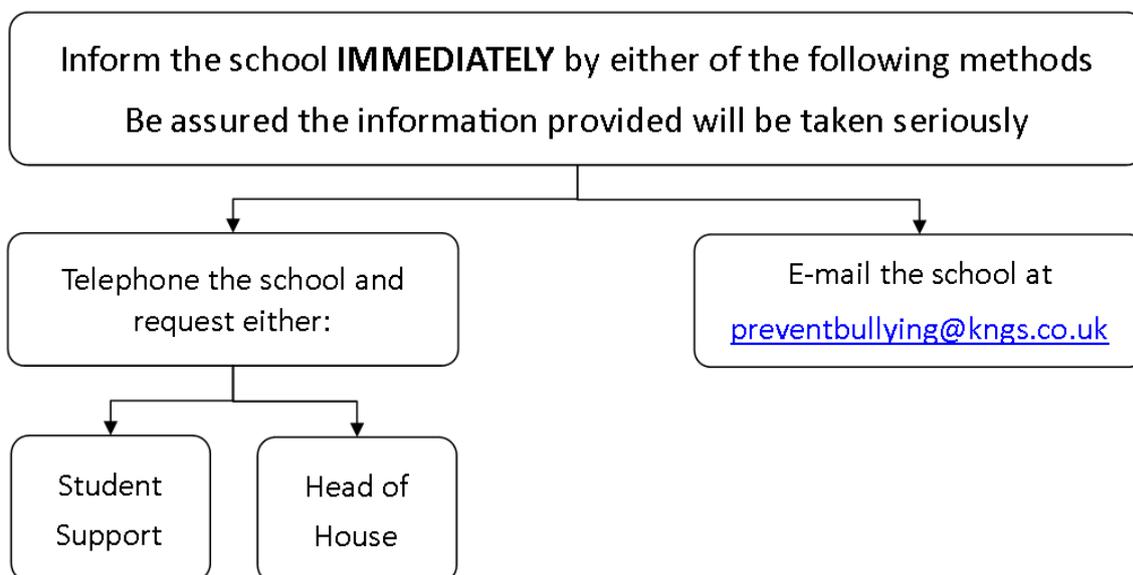
An update on incidents and the outcome of interventions will be reviewed by a link governor at least annually and presented to the Governing Body annually.

### **Other Relevant policies and documents**

- Behaviour For Learning Policy
- Anti-Harassment and the Racial Equality Policy
- Safeguarding and Child Protection Policy
- Acceptable Internet Usage (e-safety) Policy
- Anti-bullying Guidance for students on how to report bullying
- Anti-bullying Staff Guidance and procedures

## Appendix 1 – Parent/careers reporting of bullying

### **What to do if your child tells you they are being bullied or another child is being bullied**



Where possible, please provide the following information:

- The target's name
- Year group
- Form and house
- The perpetrator's name
- Brief details of the alleged incident(s)
- Where the incident took place
- When the incident took place (date and time)

#### **As a parent/carer**

- Look for unusual behaviour in your child. For example they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent time with, how lunchtime was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the school **IMMEDIATELY**. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your child there is nothing wrong with them. It is not their fault they are being bullied.

- Make sure your child is fully aware of our school policy concerning bullying and they should not be afraid to ask for help.

## **Appendix 2 - Resolution approaches**

### **KNGS resolution approaches are:**

#### Sanctions

- Applied in line with our behaviour for learning policy.

#### Self-Empowerment

- Support for the target to systematically help them deal more effectively with the person or persons who seek to bully them.

#### Mediation

- The use of a staff or peer mediator to work with all parties in conflict to agree successful resolutions.

#### Restorative practice

- A strategy that seeks to repair relationships that have been damaged (may involve a form of mediation).