Anti-bullying Policy

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Rationale

All students, staff, parents/carers and school community have the right to be safe, happy and respected where they are free from bullying and prejudice. KNGS aims to be a school where:

- All students, staff and parents/carers understand how to prevent, identify and report bullying in the knowledge that they will be heard and it will be acted upon promptly.
- All feel safe in an environment where they are able to flourish in all aspects of life, both within and beyond school.

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) and previously (PLAC)
- 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 or concerns.

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 social media'. (Nov 2023)

<u>Definition of types of bullying:</u>

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, actions, demeaner or similar
  - **Racist** – Conduct, words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin.
  - **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
  - Enforcing social isolation.
  - Talking about someone without them present or talking about someone in a negative way.
  - Use of language that offends someone without direct intent e.g. use of language that could be perceived as racist.

Students can demonstrate **bullying behaviours** These types of behaviours can be any of those listed above and occur as a one-off incidents and such do not become systematic bullying. These are still unacceptable and will be dealt with in line with the school's behaviour for learning policy.

Purpose

Kings Norton Girls' School will provide a system whereby all students and staff can identify aspects of bullying. 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 target and improving the behaviours of the bully/s
- Consequences and sanctions
- Communication with those involved in bullying

Practice

Prevention of Bullying

In raising awareness to prevent bullying the school will:

- Drive the anti-bullying message through assemblies and hold 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 Child Protection and Behaviour for Learning Policy.
- Maintain an anti-bullying display board detailing how to report bullying.
- Ensure the Anti-Bullying Policy is available on the school website.
- Place anti-bullying information in student planners.
- Use form time themes of the week based around anti-bullying to promote the school's antibullying policy and Respect all 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.
- Drive this in reference to the school's values 'Demonstrating respect and courage in order to flourish'.
- Educate students on the role that an active bystander plays in the prevention of bullying.

As a preventative strategy for bullying, all students will take part in the Get on Board programme annually. This will educate students to resolve common friendship turbulence and prevent escalation of such incidences to bullying. When these issues are shown in larger groups, such as whole year groups, Heads of Year can also run follow up sessions for Get on Board.

Reporting and recording of bullying

Please see Appendix A for the process of reporting and responding to bullying for staff; Appendix B and C for the process of reporting bullying for students and parents/carers.

The school will:

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- Listen and take the reporting of alleged bullying seriously and report the information to the appropriate school team.

- 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/Head of Year, particularly those known to have been victims of bullying at their previous school.

- Carry out surveys on bullying each year.

- 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.

To ensure the accuracy of reporting, written testimony (statements) will be taken from the target, the perpetrator/s and any witnesses. These will be treated sensitively and kept confidential.

Students should:

- Know they have a right to report bullying through assemblies, the curriculum and displays
  - o Know how to report bullying Assemblies, curriculum and displays
  - o Guidance in student planner, website and Appendix B.

- Offer support for each other by encouraging the reporting of bullying and taking on the role of an active bystander.

- Be involved through student Leadership in the development of the Anti-bullying Policy and setting anti-bullying.

- Support the organisation of the running of key anti-bullying events..

- Follow the school behaviour for learning policy.

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 C for the parents/carers guide to reporting bullying.

- Read the school E-safety and anti-bullying guidance for parents/carers 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

Opening a world of opportunities   4

- Offer continuing support as required
- Make referrals to external agencies if necessary
- Arrange with parents/carers for students to be escorted to and from the school
- Offer a meeting with the perpetrator of the bullying using a school resolution approach if appropriate, as outlined in Appendix D.
- 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 hinder the learning, social and personal development 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 or Head of Year report.
- Participation in a resolution process – outlined in Appendix D.
- Supervised break times and lunchtimes.
- Sanctions in line with the Behaviour for Learning policy
- A referral to an external agency
- A referral to the police or meeting with the school's community police officer.

School's 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/carer 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.

Appendix A outlines the processes of responding to bullying, including the implementation of consequences and resolution approaches to reduce the likelihood of these actions reoccurring.

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

Safeguarding

Where reports of bullying are considered to be child-on-child abuse, these will become a safeguarding concern. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, sexual harassment 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 Safeguarding Lead (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.
- A working party, which is made up of representatives for students, staff and parents.

An update on incidents and the outcome of interventions will be reviewed by a link governor at least annually and presented to the Trust Board 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 and parents/carers on how to report bullying
- Anti-bullying Staff Guidance and procedures

Appendices

Appendix A – Staff Guidance, outlining the process of reporting and responding to bullying

Appendix B – Student Guidance, detailing how to report bullying.

Appendix C – Parents/Carers Guidance, detailing the process of reporting bullying and outlining ways to support targets and perpetrators.

Appendix D – Resolutions and supportive strategies available

Appendix E – Bullying Incident Report Form (bully and target)

Appendix A – Staff Guidance

When a student reports a bullying behaviour or bullying incident to you, this needs to be passed onto the student's Head of Year as soon as possible.

The Head of Year, supported by the Student Support team, will then investigate the incident by completing the following **Bullying Incident Report Form (Appendix E)**

The incident will be logged at the following levels aligned with the school's Behaviour for Learning policy:

Level	Reason/Trigger	Support and follow up	Administration
3	The first, single incident involving bullying behaviours towards another student/s.	Behaviour log issued. 20minute breaktime detention issued Discussion to address behaviours.	Logged into SIMS with detention sticker issued.
4	Second incident involving bullying behaviours towards the same target becomes **bullying** OR bullying behaviours with two different targets.	Behaviour log issued. 1hr afterschool detention issued. Pastoral intervention, e.g. FT report or check ins to support behaviour change. Internal support for target to separate from bully, e.g. changes to seating plans/classes.	Same as level 1, plus: Report set up on SIMS.
5	Extreme behaviours Third incident with same target OR bullying behaviours with three different targets.	Behaviour log issued. Internal suspension (renewal room). For the bully - parent meeting with HoY where external support is offered, e.g. SEMH referral, FTB/stick, Early Help, counselling or behaviour specific interventions. For the target – bi-weekly check-ins with trusted adult, SEMH referral, use of external support, e.g. empowerment course.	Logged into SIMS. HoY to authorise renewal room. Interventions set up on SIMS.
6	Extreme behaviours Continuation of clear bullying and/or no remorse or intention to stop.	Suspension and parent meeting. Higher level external support, e.g. mentoring. Reintegration meeting with Headteacher.	Logged into SIMS. HoY and external agency work logged.
7	Extreme behaviours Escalation of clear bullying, including demonstrating extreme behaviours specifically towards the target with no	Permanent exclusion and Headteacher meeting. These are extremely rare and determined on an individual basis. Where a student is at risk of permanent exclusion, external	This decision can only be made by the Headteacher when all other supportive strategies are ineffective.

	remorse or intention to stop.	support through Passport or managed move may be considered.	

Appendix B – Student Guidance

Bullying is not tolerated at Kings Norton Girls' School. Every student has the right feel safe in school.

This guidance sets out what you should do if you have any concerns. If you are concerned that you or someone you know is being bulled, you can report this in the following ways:
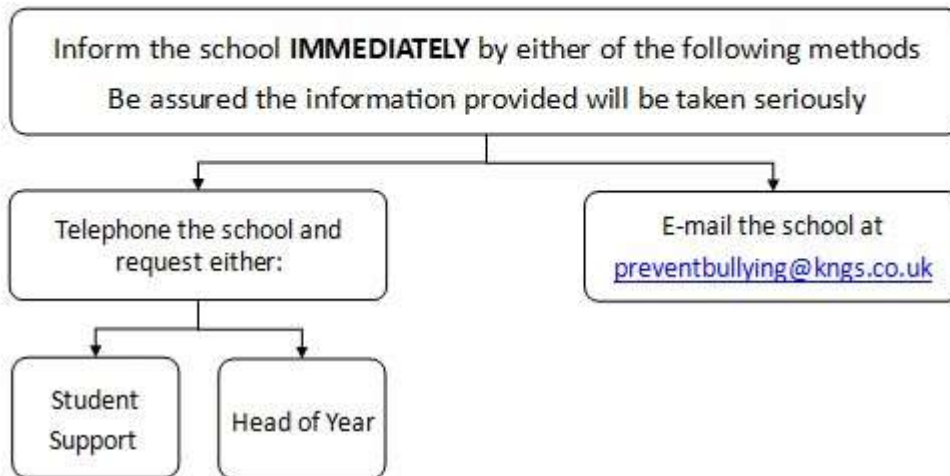
- By reporting to the Student Support Team in the Pastoral Base.
- By speaking to your Form Tutor or Head of Year.
- By talking to any other adult in school that you trust and feel comfortable to talk to, including any teacher, support staff or senior leader.
- By emailing the following address: preventbullying@kngs.co.uk
- By writing it down and putting this inside the bullying box, located by the Food Prep room on the way into the Canteen.

When reporting, try to give as much factual information as possible by including the following information:

- The names of the people involved
- The names of anybody who witnessed the incident/s
- The time and location
- A factual description of what happened, including what was said and people's actions.
- Include anything that happened before or after the incident, e.g. social media activity.

Appendix C – Parent/careers Guidance on Reporting Bullying

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

Inform the school **IMMEDIATELY** by either of the following methods

Be assured the information provided will be taken seriously

- Telephone the school and request either:
  - Student Support
  - Head of Year
- E-mail the school at preventbullying@kngs.co.uk

Where possible, please provide the following information:

- The target's name
- Year group
- Form
- 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 D - Resolution and Supportive Strategies Available

KNGS resolution approaches and supportive strategies include:

Use of the Bullying Incident Report Form

- To be completed by the HoY/Support Team with the students involved (both bully and target).
- This will act as a reflection of behaviour and include a conversation of outcomes and next steps to prevent a repeat of bullying.

Sanctions

- Applied in line with our behaviour for learning policy (see Appendix A).
- These will escalate on repeated incidents, ranging from Level 3 to Level 7 as necessary.

Self-Empowerment

- Support for the target to systematically help them deal more effectively with the person or persons who seek to bully them.
- This can be in the form of an internal intervention run by a KNGS staff member (form tutor or Head of Year) or a referral to an external agency, such as Kidscape (target) and or Barnardo's Mentoring (bully).

Restorative practice

- A strategy that seeks to reach successful resolutions through greater in-depth individual work prior to a form of mediation taking place.
- Usually used where bullying has been more severe/more targeted and over a greater period of time.
- This can be in the form of an internal intervention run by the students' Head of Year or the SEMH team or a referral to an external agency, such as Forward Thinking Birmingham through STICK.

Mediation

- The use of a staff or peer mediator to work with all parties in conflict to agree successful resolutions where severity of bullying has been less frequent/shorter period of time and both parties want/are ready to move on but need help in doing so.
- This may be after empowerment resolutions have been implemented.
- Both the bully and the target must agree and be willing to engage in mediation for this to take place.

Internal Intervention Strategies	Use of External Agencies/Initiatives
- Use of the parent/carer's guide to dealing with bullying at school. - In school counselling – In Unity, St Martin's.	- Calling the National Bullying Helpline or Childline. - Kidscape ZAP workshops

- Building confidence, resilience and self-esteem (ran by Head of Year).	- Use of online chat sources, such as Kooth for mental health concerns. - Early Help (to access other initiatives, such as Barnardo's Mentoring). - Forward Thinking Birmingham (STICK).

Appendix E – Bullying Incident Report Form

To be completed by the Head of Year or Student Support Team alongside the:

Bully

Name of student: Date completed:

Discussion Point	Notes
Does the student understand what bullying is? *'Bullying is continuously, with purpose, hurting someone physically, verbally or mentally through face-to-face contact or online using social media'.* (Nov 2023)	Does the student understand how their behaviours in this incident constitute as bullying? Circle/tick the behaviours shown by this student in this incident: <table><tr><td>Physical</td><td>Verbal</td><td>Racism</td><td>Gender/gender variant</td></tr><tr><td>Homophobic</td><td>Cyber bullying</td><td>Excluding others</td><td>Damage/theft of belongings</td></tr><tr><td>Focused on vulnerable groups</td><td>Spreading rumours</td><td>Talking about someone without them present and/or in a negative way</td><td>Use of language that offends someone</td></tr></table>
Description of specific incidents: Incident 1: Incident 2: Evidence/witnesses:	Sanction: Retaliation responses/behaviour: Sanction: Retaliation responses/behaviour:
Support given to change behaviour and prevent recurring incidents. Measuring impact could be done through: - FT/HoY report - Reviewing behaviour logs - Staff feedback.	<table><tr><td>Parents' guide given to home</td><td>In school counselling (InUnity/ St Martins)</td><td>HoY intervention – confidence / resilience</td></tr><tr><td>Early Help (Barnardo's Mentoring)</td><td>Calling Childline</td><td>ZAP workshop</td></tr><tr><td>SEMH support</td><td>STICK referral</td><td>Other:</td></tr></table>

Targets for the student in future situations in relation to the target.	These need to be SMART: 1. 2. 3.
Any other relevant information shared or points discussed:	

Review meeting (2 weeks) – (date/time)

To be completed by the Head of Year or Student Support Team alongside the:

Target

Name of student: Date completed:

Discussion Point	Notes		
Does the student understand what bullying is? *'Bullying is continuously, with purpose, hurting someone physically, verbally or mentally through face-to-face contact or online using social media'.* (Nov 2023)	Describe the specific incidents that have occurred: Incident 1: Incident 2: Evidence/witnesses:		
Support given to the target (internal or external).	This could include:		
	Leave lesson pass (5 mins)	Parent communication	Staff/teacher communication
	Parents guide given to home	In school counselling (InUnity/ St Martins)	HoY intervention – confidence / resilience
	Early Help (Barnardo's Mentoring)	Calling Childline	ZAP workshop
	SEMH support	STICK referral	Other:

Targets for the student in future situations in relation to the bully:	These need to be SMART:
	   1.
	   2.
	   3.		

Any other relevant information shared or points discussed:			

Review meeting (2 weeks) – (date/time)