KINGSLAND SCHOOL – ANTI-BULLYING
A POLICY STATEMENT



Statement produced June 2022

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This policy should be read in conjunction with the school's:

- PSED and Citizenship Policy
- Behaviour Policy
- Equality & Diversity Policy
- Child Protection Procedures and Guidelines
- Complaints Policy.

1) AIM

Kingsland School believes that for everyone within the school community to achieve success in education, all those who provide, support or receive educational services need to feel respected and valued.

The safety and well-being of all are regarded as essential.

Therefore all members of our community should feel safe from bullying and all forms of harassment due to discrimination because of race, gender, sexual orientation, age, disability, culture or religion.

2) DEFINITION

Wakefield Local Authority considers the following to be an acceptable definition of bullying:

"Bullying is **deliberate** physical, verbal or non-verbal behaviour towards another person or group of people with the **intention** of frightening or causing hurt and which **continues over time. Bullying always involves an abuse of power or responsibility."** It can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally" (*DfE, 'Preventing and Tackling Bullying', July 2017*).

Forms of bullying:

- Physical – hitting, kicking, pinching etc.
- Interfering with someone's property e.g. theft, damage.
- Verbal – e.g. name calling, taunting, mocking, making offensive comments or insults, and racist/sexist remarks.
- Teasing or spreading of rumours.
- Belittling an individual's ability and/or achievement.
- Ridiculing another person's appearance, way of speaking or personal mannerisms.
- Excluding others from groups.
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Sexual bullying, including sexual violence and sexual harassment
- Prejudicial bullying (against people/pupils with protected characteristics):
    - ❖ Bullying related to race, religion, faith and belief and for those without faith
    - ❖ Bullying related to ethnicity, nationality or culture
    - ❖ Bullying related to Special Educational Needs or Disability (SEND)
    - ❖ Bullying related to sexual orientation (homophobic/biphobic bullying)
    - ❖ Gender based bullying, including transphobic bullying

- ❖ Bullying against teenage parents (pregnancy and maternity under the Equality Act).

This includes the same unacceptable behaviours expressed online, sometimes called **online or cyberbullying**. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

3) KINGSLAND SCHOOL'S AIMS AND VALUES

The school's aims and values include the following:

- To provide an environment which is safe, secure, enriching and enjoyable.
- To create a sense of belonging for all.
- To develop principles for distinguishing between right and wrong.
- To encourage mutual respect and dignity.
- To promote equality of opportunity and enable pupils to challenge discrimination and stereotyping.
- To promote self-esteem, emotional well-being and help pupils to form worthwhile and satisfying relationships.

4) ETHOS

"*Every child, whatever their background or their circumstances, will have the support they need to stay safe" (Every child matters).*

At Kingsland School we believe that:

- Everyone has the right to feel safe and be safe at school.
- Everyone has the right to be accepted and respected for who they are.
- Everyone has the right to be happy at school.
- Everyone has the right to have their concerns taken seriously and appropriate action taken.
- Everyone has the right to have their concerns dealt with in private.

Bullying is anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated.

5) STAFF DEVELOPMENT/RESPONSIBILITIES

All staff will ensure that:

- They are aware of the school's policies and practice on preventing and dealing with bullying.
- They are aware of signs of distress, non-verbal clues and changes in behaviour of pupils and other possible indications of bullying e.g. anxiety, unusually withdrawn/aggressive, feigning illness, taking unusual absences, overdependence on adults, changes in work patterns. Any 'cause for concern' should be recorded in line with school procedures.
- All incidents are reported and that they endeavour to act as advocates for pupils who are unable to do this for themselves.

- Pupils are given the time and means to communicate their feelings/concerns/fears e.g. through signing, symbols, communication aids.
- Their interactions provide positive role models for the pupils.
- Issues of confidentiality and anonymity are taken seriously.
- Pupils are effectively supervised at all times.
- They are approachable, listen to pupil/parental concerns, communicate effectively and respond quickly to support and protect.

It is acknowledged that bullying in the workplace can occur and that it should be responded to when it does. **See references to Personnel Procedural Documents.**

The headteacher and senior management team will ensure that:

- Relevant training and support is provided, as required, to develop skills support from other services e.g. Educational Psychology Service.
- The anti-bullying policy and procedures are easily accessible to all staff and available to parents/carers on request.
- New members of staff are made aware of the policy and procedures during their induction.
- Parents/carers are promptly informed of incidents of bullying involving their child and encouraged to work in partnership with the school to support the pupil and resolve the situation.
- Governors are aware of and support the school policy and procedures, reviewing the policy when required.
- All staff revisit the procedures and approaches underpinning the policy regularly.

6) PREVENTING BULLYING

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold our school values, or promote tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos.

Learning how to relate to others and how to manage conflict and differences in relationships is a challenge for all learners. Pupils with learning difficulties may also have additional problems managing their own behaviour and/or be particularly vulnerable. The attitudes and values that underpin a commitment to anti-bullying need to be learned and thus taught in an appropriate and meaningful way for our pupils.

All pupils will be provided with opportunities to:

- Revisit the school's code of conduct at regular times throughout the year.

- Access a relevant Personal and Social Education/Citizenship curriculum.
- Enhance their self-esteem, listening skills, assertiveness and develop co-operative interaction.
- Develop their social skills e.g. turn-taking, group games, paired activities, sharing resources.

Where appropriate, groups of pupils may also access a specific anti-bullying topic within the Personal and Social Education/Citizenship curriculum. Particular consideration will be given to this for pupils in Years 5 and 6.

7) PROCEDURES AND COMMUNICATION

In the case of a reported incident of bullying:

- Staff will ensure they are available to listen and to provide immediate support. They will remain calm and make it clear that the incident will be investigated.
- Every incident will be investigated as soon as possible. All those involved will be interviewed individually to avoid intimidation and to produce an accurate record.
- All incidents will be report to the Headteacher.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- Records and incidents of bullying will be kept by the headteacher.
- The person doing the bullying will be spoken to with sanctions related to the severity of the incident.
- The person being bullied will be assured that the situation is being dealt with and be supported to develop strategies to deal with the situation.
- Staff will emphasise that it is right for a pupil to tell an adult in school if they are having a problem with another pupil and praised accordingly.
- Staff will be supported and praised for their efforts to promote good relations and support the school's anti-bullying policy.
- Parents/carers of all children involved in bullying incidents will be kept informed of concerns and action taken.
- Every situation will be reviewed and followed up.

<u>Sexual violence and harassment</u>

Staff will be familiar with the following definition and advice outlined in the DfE document 'Sexual violence and Sexual Harassment between children in schools and colleges guidance' (September 2021):

> *'Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'* (p.6).

The school will maintain a zero-tolerance approach to sexual violence and sexual harassment, making it clear that it is never acceptable, and it will not be tolerated. Equally it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys".

The school are aware that children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. The school will keep in mind that:

> *Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:*
>
> - *assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration*
> - *the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs*
> - *communication barriers and difficulties overcoming these barriers* (p.9).

The school will follow guidance set out by the DfE when responding to reports or concerns about sexual violence and harassment. All reports and concerns will be responded to appropriately, including those outside of school or online.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully)
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that consequences are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Applying consequences, in line with school's behaviour policy.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Child and Adolescent Mental Health Services (CAMHS).

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' code of conduct.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Specific guidance is available for leaders regarding dealing with complaints made on social networking sites: www.kelsi.org.uk/child-protection-and-safeguarding/esafety

8) MONITORING AND EVALUATION

- The anti-bullying policy and procedures will be reviewed annually, updated as required and presented to the Governing Body for approval.
- Records of incidents of bullying and the outcomes will be reviewed to evidence the effectiveness of the school's approach.
- The views of staff and parents/carers re: the incidence of bullying will be reviewed annually through the school self-review and evaluation process.
- Where relevant, the school will consult with other services regarding the effectiveness of the policy and procedures e.g. Educational Psychology Service, Advisory and Inspection Team, Education Welfare Service.
- The school will provide information on the effectiveness of the policy and procedures to the school community, through the governors' Annual Report to parents.

9) REFERENCE:

City of Wakefield MDC (2000) Preventing & dealing with bullying, Wakefield LA Statement of Intent and Guidelines for Policy and Practice.

Wakefield LA Personnel Procedural Documents –

- Model Disciplinary Procedure
- Model Procedure for Dealing with Complaints of Personal Harassment
- Equality & Diversity Policy

City of Wakefield MDC (June 2005) Racial Harassment Guidelines.

This policy is based on the following statutory guidance and advice from the DfE:

- 'Preventing and Tackling Bullying' (July 2017) and supporting documents.
- Keeping Children Safe in Education (September 2022)
- Sexual violence and Sexual Harassment between children in schools and colleges guidance (September 2021)
- Relationship Education, Relationships and Sex Education and Health Education (June 2019)
- Working Together to Safeguard Children (July 2018)
- Exclusions from maintained schools, academies and PRUs (September 2017).

The setting has also read Childnet's 'Cyberbullying: Understand, Prevent and Respond: Guidance for Schools' and DfE research into anti-bullying practices: www.gov.uk/government/publications/approaches-to-preventing-andtackling-bullying

10) USEFUL LINKS & SUPPORTING ORGANISATIONS:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk

- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-
- _module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: **www.childnet.com**
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
- www.gov.uk/government/publications/preventing-and-tackling-bullying

- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual violence and sexual harassment

- 'Sexual violence and Sexual Harassment between children in schools and colleges guidance' (September 2021)
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

11) LINKS TO LEGISLATION

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

12) REVIEW PROCEDURES

Kingsland School Anti-Bullying Policy Review Dates

Date of review	Chair of Governors signature
01.07.2010	Ray Spencer (previous policy)
25.05.2011	Rob Hunter (previous policy)
29.06.2012	Ray Spencer (previous policy)
07.07.2014	Ray Spencer (previous policy)

Due for review: June 2023