



Anti-Bullying Policy

Policy Monitoring, Evaluation and Review

This policy is effective for Kibworth Mead Academy within The Mead Educational Trust. Adopted by the Safeguarding, Health & Safety Committee at Kibworth Mead Academy on behalf of the Academy Council.

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1. Introduction

Kibworth Mead Academy's commitment

- 1.1 Kibworth Mead Academy is committed to providing a caring, friendly, and safe environment for all students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable to the school, whether it is on site or on off-site activities.
- 1.2 If bullying does occur, all students should be able to tell someone, and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a member of staff.
- 1.3 All members of the Academy Council, staff, students, and parents/ carers should understand what bullying is and what the school's procedures are for responding to bullying.
- 1.4 The School takes bullying seriously. Students, parents, and carers should be assured that bullying will not be tolerated and that students will be supported when bullying is reported* Students who bully will be dealt with through the measures and sanctions set out in the Behaviour policy.

2. Aims of the policy

This policy aims to:

- demonstrate that the school takes bullying seriously and that it will not be tolerated;
- Set out measures to prevent all forms of bullying in the school and on offsite activities;
- Support everyone in the actions taken to identify and protect those who might be
- Demonstrate to all that the safety and happiness of students is enhanced by dealing positively with bullying;
- Ensure that incidents of bullying are dealt with through the Behaviour policy;
- Promote an environment where it is recognised that to tell someone about bullying is the right course of action to take; and
- Promote positive attitudes in students.

3. What is bullying?

- 3.1 Following the government guidance 'bullying' is defined by the school as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."
- 3.2 Bullying can be:

- emotional— being unfriendly, excluding, tormenting (e.g., taking and hiding books/equipment, threatening gestures);
- physical — pushing, kicking, hitting, punching or use of any violence;
- racist— racial taunts or comments, graffiti, gestures;
- sexual — unwanted physical contact or sexually abusive comments;
- homophobic — because of, or focusing on, the issue of sexuality;
- verbal — name-calling, sarcasm, spreading rumours, teasing because of size or other personal characteristic;
- cyber— all areas of the internet, such as e-mail & internet chat room misuse; and

- via mobile phone threats by text messaging & calls, misuse of associated technology, i.e., camera and video facilities.

4. Response to bullying

The school recognises it has a responsibility to respond promptly and effectively to issues of bullying, because:

- bullying hurts;
- no one deserves to be a victim of bullying;
- all students have the right to be treated with respect; and
- students who are bullying need to learn different ways of behaving.

All allegations or reports of bullying will be investigated thoroughly by the appropriate person, normally a member of the Progress for Learning team (Progress Leader in normal circumstances), or a designated member of SLT.

The investigation process will result in an evidence-based decision as to whether bullying has occurred, and the outcome of the investigation process will be reported to the parents/ carers of the students involved (both alleged perpetrator and alleged victim). A key part of the investigation process will be the making of statements by both parties to the allegation, together with statements made by any witnesses,

The outcome will be that bullying has, or has not, taken place. There will be no alternative terminology that may be misinterpreted or that may result in a lack of clarity — e.g., 'friendship issues'. Individual needs and circumstances will be taken account of in reaching decisions around actions to be taken where bullying has been proved but these will not over-ride the rules and standards of the whole school.

In terms of sanctions and restorative action the school will adopt an incremental approach. It is important that issues are dealt with and, where bullying is proven, that decisions on appropriate sanctions are made as swiftly as possible in order that the bullying behaviour ends before it can escalate further. Support mechanisms for both parties will be considered where social, emotional and/or developmental issues are apparent to resolve the underlying issues and reduce the likelihood of the bullying behaviour happening again.

5. Signs and Symptoms

5.1 A student may indicate by signs or behaviour that he or she is being bullied. To those who know the student this may simply be a feeling that 'things aren't quite right'* All staff, and as far as possible Parents/Carers, should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from the school;
- does not want to go on the school/public bus;
- always asks to be driven to school;
- changes their usual routines;
- is unwilling to come to School (School phobic);
- begins to truant;

- becomes withdrawn, anxious, or lacking in confidence;
- starts stammering;
- self-harms or attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in academic work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or 'go missing';
- asks for money or starts stealing money (to pay a bully);
- has dinner or other money continually 'lost';
- has unexplained cuts or bruises;
- comes home starving (money/lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone; or
- is nervous & jumpy when a social media message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

6. Training

6.1 The Pastoral Assistant Principal (PAH)/Designated Safeguarding Lead (DSL) team, together with the Deputy Principal (Pastoral & Safeguarding) are responsible for arranging for a programme to ensure all staff are aware of anti-bullying strategies.

6.2 The school will also arrange training and support for students (including assertiveness/resilience training) where this is considered appropriate by the Principal.

7. Criteria for Success

7.1 The Academy Council, having regard to any national guidance, will:

- from time to time determine the criteria for success in anti-bullying;
- convene a Academy Council panel to consider trends and patterns relating to the conduct of individual students, including involvement in bullying behaviour, potential sanctions in respect of perpetrating bullying or anti-social behaviour, and to provide an opportunity for all relevant parties to present a case; and
- require the Principal to report annually on the success of the Anti-Bullying policy, strategies and actions taken.

8. Responsibilities

8.1 The Deputy Principal (Pastoral & Safeguarding) will:

- have strategic oversight of the Anti-Bullying Policy and associated strategies;
- monitor and evaluate the effective implementation of the Anti-Bullying Policy and associated strategies;

- ensure Anti-Bullying strategy and action is discussed confidentially at the weekly Central Management Team (CMT) meeting;
- liaise with the nominated Academy Councillor;
- keep the Principal and SLT informed of Anti-Bullying developments;
- make reports to the Principal and the Academy Council as required

8.2 The Pastoral Assistant Principals/ DSL team will:

- be responsible for the day-to-day management of the anti-Bullying Policy and systems;
- ensure that there are bullying cases are swiftly and effectively dealt with including putting positive strategies and procedures in place to help both the bullied and
- ensure appropriate teaching and learning of anti-bullying strategies;
- keep the Principal, Deputy Principal and SLT informed of incidents;
- arrange relevant staff training in the teaching of anti-bullying strategies and developing staff and student skills in countering bullying;
- apply any disciplinary sanctions fairly and in accordance with the school's policies
- determine, in consultation with the Principal, Deputy Principal and relevant staff how best to involve Parents/Carers in the solution of individual problems; and
- report confidentially on Anti-Bullying cases and development in the context of year group responsibility to the weekly CMT meeting

8.3 Form Tutors will:

- be responsible, in the first instance, for liaising with relevant staff and Parents/Carers as requested by their PAH, over all incidents of bullying involving students in their classes;
- be involved in any agreed strategy to achieve a solution.

8.4 All Staff will:

- be responsible for ensuring that the school's positive anti-bullying strategies are put into practice;
- understand and implement the School's Anti-Bullying Policy and procedures;
- report any incidents that are reported in accordance with the Behaviour Policy;
- never let any incidence of bullying pass by unreported, whether on-site or during offsite activities;
- apply any disciplinary sanctions fairly and in accordance with the school's policies.

8.5 Students are responsible for:

- promoting and modelling high standards of behaviour and interaction with peers;
- reporting instances of bullying as soon as possible;

- participating in any investigation; and
- taking any action determined by the staff of the school for combating bullying.

8.6 Parents/Carers are responsible for:

- reporting any concerns, they may have over possible bullying;
- encouraging the students to report incidents and to participate in any action determined by the school;
- cooperating with the school in any action the school decides to take; and
- if a parent/carer of a student who has bullied, cooperating with the school in changing the student's behaviour

9. Anti-Bullying Education in the Curriculum

The school will raise the awareness of the anti-social nature of bullying through the taught curriculum (e.g., Citizenship/PSHE 'Relationships' unit in Year 7 and elsewhere across the curriculum where opportunities arise), School assemblies, and in the use of tutorial time.

10. Student Support

Students who bully and those who are bullied will receive the necessary support in accordance with the School's Behaviour Policy. Support that may be deemed appropriate may include:

- access to Inclusion Support Assistant time;
- access to Anger Management support;
- access to School counselling/ 'Life Coach' provision;
- access to School Nurse appointments;
- access to Peer Mentoring;
- access to additional support and externally sourced provision through the South Leicestershire Behaviour & Attendance Panel;

This may also include appropriate sanctions and monitoring reports as laid out in the Behaviour Policy.

11. Complaints

If a parent or carer is dissatisfied with the nature or the swiftness of a response made by the school following a reported incident of bullying, he/she may wish to make a complaint. The complaints procedure for a case of bullying follows the guidance in the School's Complaints Procedure obtainable from the school website (navigating through 'Documents', then 'Policies' from the website front page).

12. Equal Opportunities

In implementing this policy all staff must pay careful attention to the need to ensure that their actions do not discriminate adversely against any groups of students or individual students or appear to discriminate.

All actions must be taken in accordance with the school's equal opportunities policies.

13. Monitoring and Review

13.1 The Deputy Principal (Pastoral & Safeguarding) will keep and consider reports on serious incidents, and make a termly reports, with statistics, to the Principal. The Principal will consider the reports with the SLT to determine what can be learnt from the incidents and how they were handled with a view to improving the School's Anti Bullying strategies and procedures.

13.2 The Principal will make an annual report on Anti-Bullying to the Academy Council.

13.3 The Academy Council will review the policy every three years or earlier if the Academy Council considers it appropriate or earlier should national DfE expectations and /or guidance change.

14. The date of the next scheduled review is June 2023.

Appendix 1 — School Anti-Bullying procedures

1. Parents/Carers

If Parents/Carers suspect that their child is being bullied they must contact the school. Parents/Carers should be prepared to explain the signs and symptoms they have noted, and any suspicions they have regarding those carrying out the bullying.

Parents/Carers must leave the initial investigation to the school. It is the school's view that any attempt by parents/carers to resolve the issues themselves will inevitably make the matter worse. Parents/Carers should encourage their child to talk to a teacher — preferably their Pastoral Assistant Principal.

2. Students

Students who feel that they are being bullied must tell an adult — a parent, a teacher such as their form tutor, their Pastoral Assistant Principal (PAH), or a member of the Strategic Leadership Team (SLT).

Students who witness bullying must tell an adult — a parent, a teacher (such as their form tutor), their Pastoral Assistant Principal (PAH), or a member of the Strategic Leadership Team (SLT).

3. Staff

Staff must report on to the appropriate Pastoral Assistant Principal (PAH) any incidence of bullying that is reported to them, or of which they otherwise become aware. This can be done using the school email system.

Form tutors will make first contact with parents/ carers in communicating the reporting the notification of a bullying incident upon request from the relevant Pastoral Assistant Principal.

4. Pastoral Assistant Principals

Once an incident is reported on to them the Pastoral Assistant Head will initiate the '3Rs' process, with the support of other members of staff as appropriate:

- Reflection — What has happened? Could it have been different? How?
- Resolution — How can we try to ensure that this does not happen again?
- Reconciliation — How can we put things right between those involved?

In cases of persistent and/or serious bullying the Pastoral Assistant Principal will:

- Investigate the case;
- Inform the parents/ carers of the outcomes of the investigation process;
- Invite parents/ carers to come into school for a meeting to discuss the problem;
- Consult other colleagues as appropriate;
- If necessary and appropriate consult the police;
- Determine the appropriate course of action to be taken;
- record the incident on the PARS school information system, complete the Anti Bullying Log database and keep the Deputy Principal (Pastoral & Safeguarding) informed.

Appendix 2 — Advice on strategies for dealing with bullying

'Safe to Learn: embedding anti-bullying work in schools' is the over-arching anti-bullying guidance for schools. It can be viewed on the archived TeacherNet website at http://webarchive.nationalarchives.gov.uk/*/http://www.teachernet.gov.uk/

The 'Safe to Learn' package of guidance also includes specialist advice on cyber-bullying, homophobic, biphobic and transphobic bullying and bullying involving children with SEN and disabilities. This is in addition to the existing guidance on tackling bullying related to race, religion and culture which was first issued in 2006.

Other sources of information:

Advice for schools and young people who are concerned about bullying is available on the DirectGov website (www.gov.uk). You can also find further information on cyber-bullying on this site.

Key DirectGov (DfE) documents include:

'Preventing and tackling bullying - Advice for Principals, staff and governing bodies'

(October 2014) 'School support for children and young people who are being bullied'

(March 2014) 'Cyberbullying: Advice for Principals and school staff'

(November 2014) 'Advice for parents and carers on cyberbullying'

(November 2014)

'Tackling homophobic, biphobic and transphobic bullying among school-age children and young people'

(October 2014)

The 'Anti-Bullying Alliance', an umbrella group of over 60 charitable and other organisations working in the anti-bullying field, has a range of information and resources for practitioners on their website at www.anti-bullyingalliance.org.uk

Advice for parents on dealing with the bullying of their child is available on the 'ParentPlus' website at www.parentplus.co.uk

A complete list of organisations that can provide help or support on bullying issues is provided in annex of the 'Safe to Learn' guidance.

Appendix 3 — DfE latest guidance on legal frameworks and bullying at school

1. Bullying at school
 1. The law
 2. Reporting bullying
 3. Bullying outside school

1.1. 1. The law

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails, or text messages
- hate crimes

Call 999 if you or someone else is in immediate danger.

Schools and the law

By law, all state (not private) schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils.

This policy is decided by the school. All teachers, pupils and parents must be told what it is.

Anti-discrimination law

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment, and victimisation within the school, this applies to all schools in England and Wales, and most schools in Scotland.

Northern Ireland has different anti-discrimination law.

2. Reporting bullying

You should report bullying to your school in the first place - or someone you trust if it happens outside school, for example in a club or online. Tell the police if the bullying involves a crime,

Schools - reporting bullying

School staff will deal with bullying in different ways, depending on how serious the bullying is.

They might deal with it in school, for example by disciplining bullies, or they might report it to the police or social services.

Any discipline must take account of special educational needs or disabilities that the pupils involved may have.

You can complain about a school if you think it hasn't dealt with your concerns.

Police - reporting bullying

Anyone can make a complaint to the police about bullying but it's usually a good idea to speak to your school first.

If you're reporting cyberbullying, keep a record of the date and time of the calls, emails or texts don't delete any messages you receive.

Call 999 if you or someone else is in immediate danger,

Where to get help and advice

There are lots of organisations that provide support and advice if you're worried about bullying:

- Anti-Bullying Alliance
- Bullying UK
- Childline
- The Diana Award
- Internet Matters
- Kidscape
- The UK Safer Internet Centre
- UK Council for Child Internet Safety (UKCCIS)

3. Bullying outside school

Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only).

This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre.

School staff can also choose to report bullying to the police or local council.

4. Bullying - a definition

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally often aimed at certain groups, for example because of race, religion, gender, or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks, and instant messenger)

Your school should have its own policy to stop bullying.