



Anti-Bullying Policy

Updated February 2020

EQUALITIES STATEMENT

Kingsmeadow School is committed to equal opportunities for all and the policy will be applied equally to all members of the school community regardless of age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

We are committed to providing a calm, caring and well-ordered environment where everyone feels safe, happy and understands the expectations of attitudes to learning in order to create an ethos conducive to excellent learning and teaching for all.

We promote a culture of praise and encouragement and expect consistency of response to both positive and negative behaviour.

We believe that positive relationships based on mutual respect, promote positive attitudes to learning and that as students learn by example, all adults within the school should act as positive role models with regard to their own behaviour.

Equality Targets

Everyone at Kingsmeadow School must strive to accept and meet the differing needs and aspirations of all members of the school community, using human resources and skills available to us all to:-

1. Safeguard individuals from all forms of abuse and harassment. We must ensure that victims can be confident of support and, where appropriate redress. We must ensure that aggressors can never claim the excuse of acting out of ignorance.

Success Criteria

- Incidents of aggression and bullying are rare and dealt with effectively and outcome of which are recorded on our MIS (Management Information System).

2. Establish a school ethos built on mutual trust and respect. We should treat others as we would wish to be treated. We should respect other people, their property and school premises.

Success Criteria

- Students regularly receive merits and praise for their positive attitudes to learning, respect to others, their school campus and their local community.
- Incidents of disrespectful behaviour are rare and dealt with promptly and effectively and the outcome of which are recorded on our MIS..

3. Safeguard the rights and freedoms of others. We must actively pursue our aim to help students develop personal moral values which respect the values and tolerates differing religious and cultures.

Success Criteria

- Racist and homophobic incidents are extremely rare and dealt with promptly and effectively and the outcome of which are recorded on our MIS.
- Students display tolerance, support of and celebrate other cultures/religions through their work.

4. Develop an organisation which maximises pupil opportunity and experience. We must ensure that the curriculum and other activities encourages and supports the opportunity for all. We must ensure that students are not excluded from activities because of status or income.

Success Criteria

- All student groups are able to access the curriculum fully and discreet intervention results in specific gaps in student achievement narrowing and in line with the whole school population and national figures. E.g. boys, girls, students with SEND and students receiving free school meals.

1. Rationale

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1. Rationale

- 1.1. Kingsmeadow School is an inclusive school, committed to equal opportunities for all.
- 1.2. We are committed to providing a caring, friendly and safe environment for all our students so that they can learn in a secure and relaxed environment.
- 1.3. We believe that bullying of any kind is unacceptable in our school.
- 1.4. If bullying does occur students, parents/carers, and staff should be able to tell and have confidence that the incident will be dealt with promptly.

2. Objectives of the Policy

- 2.1. To ensure that all students, teaching and non-teaching staff, governors and parents have an understanding of what bullying is.
- 2.2. To ensure that all teaching and non-teaching staff and governors know what the school policy is on bullying and follow it when bullying is reported.
- 2.3. To ensure that all students and parents know what the school policy is on bullying and what they should do if bullying arises.

3. Definition of Bullying

- 3.1. Bullying is a behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally.
- 3.2. However, if two students of equal proven strength have an occasional fight or quarrel, this is not bullying. (definition from 'The Sheffield University Project').
- 3.3. Bullying can be:-
 - **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening), spreading rumours or nasty stories, staring in an intimidating manner; mocking a special educational need or disability ;
 - **Physical** - pushing, hurting, kicking, taking or destroying belongings, punching or any use of violence;
 - **Racist** - racial taunts, graffiti, gestures;
 - **Sexual** - unwanted physical contact or sexually abusive comment
 - **Homophobic** - any verbal or written comments or gestures focussing on an individual's sexuality;
 - **Verbal** - name-calling, sarcasm, spreading rumours, teasing;
 - **Cyber** - All areas of social media (all platforms) and email, mobile phone/devices threats by text messaging, messaging apps or calls, misuse of associated technology, i.e. camera and video facilities, sending offensive or degrading images by phone or via the internet.

4. Why Bullying is Challenged

Kingsmeadow school will challenge bullying behaviour for the following reasons:

- 4.1. The Safety and Happiness of Students

Students who are bullied feel miserable and unhappy about coming to school. Over time they are likely to lose self-confidence and self-esteem. Some students may blame themselves for 'inviting' bullying behaviour.
- 4.2. Educational Achievement

The unhappiness of bullied students is likely to be reflected in their levels of concentration and learning. Some students withdraw within themselves whilst others will become confrontational if they have been victims for long periods of time. Some students will avoid being bullied by not attending school.

4.3. Providing a Model for Cooperative Behaviour

Students who observe that bullying goes unchallenged can learn that bullying is a quick and effective way of getting what they want. Students who are being bullied or observe bullying going unchallenged often feel badly let down by adults in authority - relationships with those adults begin to breakdown.

4.4. To support Kingsmeadow's aim of being a caring school

All schools suffer from some degree of bullying, even if only slightly or infrequently. All students know this. Kingsmeadow will challenge all reported incidents of bullying to ensure that all students have the right to come to school and feel safe.

5. Procedure for Reporting and Dealing with Allegations of Bullying

5.1. Students being bullied or witnessing bullying should report it to any member of staff.

5.2. All staff receiving reports should forward their concerns to the Head of Standards.

5.3. Information for Head of Standards should include:-

- Name of students – identifying victim and perpetrator;
- Nature of alleged bullying;
- Where it took place;
- Any additional and appropriate information.

5.4. The Head of Standards (or a member of staff identified by the HOS) will investigate the allegations thoroughly by interviewing the victim, perpetrator and any others who have witnessed the incident/s.

5.5. Once investigations have established that actual bullying has taken place, HOS or their representative will record this on our MIS of both the victim and the perpetrator/s.

5.6. Depending on the severity of the incident parents of the perpetrator may be notified and may be requested to attend a meeting to discuss sanctions.

5.7. Parents of the victim will be offered a meeting with the HOS or Director Of Pastoral Care to discuss the outcome.

5.8. Parents of the victim may wish to involve the police. Any police intervention will receive our full cooperation.

5.9. If the incident occurs in the community and outside of school hours, school may offer support for the victim and sanctions for the perpetrator if the incident is having an impact within school.

6. Action to Support the Victims

6.1. A number of supportive actions will be offered to the victim as a way forward to address the bullying incident/s

- The teacher will speak with the perpetrator;
- The situation will be monitored and teaching staff will be informed to monitor in their lessons;
- The victim may be given strategies to prevent further incidents e.g. buddy, always be with someone etc;
- Restorative Justice;
- Short term withdrawal to a 'safe-space' i.e. The Support Zone;
- Support to improve victim's self-esteem and/or social skills;
- Contact with the victim's parents;

- Contact with the perpetrator's parents;
- Sanctions implemented for the perpetrator.

6.2. Restorative Justice is frequently used and supports both parties to be reconciled and move on from their difficulty. It has proved to be a very effective strategy and is usually successful. A number of members of staff are trained in this strategy.

7. Actions to address the perpetrator's behaviour

7.1. A number of actions may be considered to be appropriate to address the perpetrator's behaviour. These may be supportive, punitive or a combination of both. The action will be decided by the Head of Standards/Assistant Head of Standards in consultation with the Assistant Headteacher in charge of Engagement and Wellbeing (Pastoral).

- Restorative Justice;
- Parents informed and invited to school for a meeting;
- Withdrawal of breaks or lunch times in line with the Kingsmeadow Behaviour Policy;
- If the incident cannot be resolved or continues the perpetrator may be given a sanction such as isolation to our Support Zone or even fixed term exclusion re. the 'Exclusion Policy';
- If the incident is extreme then the head-teacher may make the decision to permanently exclude re. the 'Exclusions Policy';
- Referral to the Pupil Placement Panel if there has been a serious breakdown in the relationship with an individual or group of students.

8. Raising awareness of bullying through teaching and learning

- 8.1. Bullying is addressed within a wide range of lessons throughout the school curriculum. These include Drama, English, EPRE, our Character Curriculum and tutorial periods.
- 8.2. On Character Learning days, bullying awareness is covered in a range of different ways across all year groups, highlighting the effect of bullying and advice to students if they find themselves in a 'bullying' situation.
- 8.3. Assemblies will sometimes address the differing forms of bullying through staff or student presentations which may include use of film clips, literature or drama.
- 8.4. Whole school support of the national 'Anti-Bullying' week – incorporating any competitions promoted by this national event.
- 8.5. Frequent awareness of online safety within ICT lessons, tutorial periods and assemblies.
- 8.6. Training and awareness raising with all our year 7 parents during transition re online safety.
- 8.7. The definition of bullying and the procedures for dealing with bullying will be promoted on the school website.

9. Monitoring

- 9.1. All serious incidents of bullying are recorded on individual student's MIS logs, both the perpetrator and victim. These can be collated to produce data about the frequency and nature of bullying within Kingsmeadow. This information informs us as to the issues which need to be addressed.
- 9.2. Bullying is a key focus for Student Ambassadors at their regular meetings.
- 9.3. During monitoring weeks focus groups of students have the opportunity to inform us about how safe they feel at school or travelling to and from school.

10. Review

- 10.1. The Anti-bullying policy will be reviewed every two years. However if incidents occur that suggest a need for an early review, this will take place.

11. Links with other Policies

- 11.1. The policy should be read in conjunction with a number of other policies:-
- Attitudes to Learning and Behaviour Policy
 - Online Safety Policy

12. Acknowledgements

- Kidscape;
- The Anti-Bullying Alliance Guidance;
- Department for Education - Preventing and Tackling Bullying (May 2012);
- DCSF 'Safe to Learn'. Embedding Anti-Bullying work in Schools - DCSF 2007;
- The Equality Act 2010.

Also Kingsmeadow will seek to learn from good anti-bullying practice elsewhere utilising the support from Gateshead L.A. and the Anti-bullying Alliance in particular.

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