




ANTI-BULLYING POLICY

Policy Change Control

Committee Responsible	Trust Board
Status & review cycle	Annually
Next review date:	July 2024

Date	Version	Person	Change / Action
July 23	1	CM	BET Policy changed to KAA Policy

Approval

VERSION	1	
APPROVAL DATE	July 23	
TO BE NEXT REVIEWED	June 24	
SIGNED CHAIR OF REGIONAL GOVERNING BODY		PRINT NAME: Gavin Jones



1 Scope of policy

- 1.1 This anti-bullying and harassment policy applies to all employees of Kings Ash Academy.
- 1.2 In this Policy “school” means Kings Ash Academy and “Head of School” means any Head of School or Headteacher. Teacher shall include the Headteacher unless the context suggests otherwise.
- 1.3 Kings Ash Academy believes that its students, staff and community have the right to live, learn and work in a supportive, caring and safe environment without the fear of being bullied.
- 1.4 Kings Ash Academy has a clear policy on the promotion and practice of good conduct. Bullying in any form will not be tolerated. It will be dealt with firmly, fairly and promptly. This anti-bullying policy is a statement of intent but it can only be as effective as the action it inspires. It must be collectively owned by the whole of each of our school communities including staff, students, volunteers and parents.
- 1.5 Kings Ash Academy also has a single equality policy which includes an anti discrimination policy and a social inclusion policy.

2 Our intention

We aim to achieve each of the following:

- To identify bullying when it takes place.
- To ensure that everybody understands what bullying is.
- To actively discourage bullying.
- To take reasonable steps to prevent bullying.
- To suggest ways of dealing with bullying in order to help resolve and prevent recurrent bullying.
- To bring bullying out into the open.
- To make clear that bullying is unacceptable in any of our academies and in society.
- To maintain and build on our high standards of discipline and behaviour.
- To improve the academy environment in relation to bullying by ensuring there are no places which are conducive to bullying.
- To create a trusting culture so students feel confident that they can tell someone, without making the matter worse.
- To create safe, secure and fair working conditions to enable teaching and learning to take place.
- To develop strategies for staff, parents, victims and bullies to deal with all aspects of bullying.
- To increase discussions between bullies, victims, watchers, punishers and rescuers and develop restorative justice techniques.
- To be consistent in the way we deal with bullying

3 What is bullying?

- 3.1 Defining what bullying is and identifying instances of bullying is the first stage to successfully tackling the problem. The DfE said that “The Government defines bullying as:



- Repetitive, willful or persistent behaviour intended to cause harm, although one-off incidents can in some cases also be defined as bullying
- Intentionally harmful behaviour, carried out by an individual or a group
- An imbalance of power leaving the person being bullied feeling defenseless.

3.2 More specifically Kings Ash Academy identifies bullying as actions which:

- Hurt and humiliate
- Are done with intent
- Intimidate
- Are threatening
- Frighten
- Reduce self-esteem and undermine confidence
- Are repetitive over time, malicious, deliberate and personal
- May make use of technology eg text messages, e-mail, prank calling, social network comments, photos and videos
- Extort money or goods
- Isolate
- Are provocative making a student respond in a way which will get them into trouble
- Give power
- May be verbal eg name calling or using gestures (direct or indirect)
- May be physical eg pushing or pulling around (direct or indirect)
- May be social eg persuading others to gang up on one person (direct or indirect)
- Try to separate someone from their friends

3.3 Effects of bullying

Bullying can cause a number of problems ranging from general unhappiness, poor concentration, low-self esteem, psychosomatic symptoms, anxiety, depression, self-harm or suicide. Bullying can cause serious harm to young people and their educational and social achievements.

3.3.1 Impact on an individual

- It hurts both physically and mentally
- It makes them vulnerable
- It promotes a society of fear
- It can easily escalate
- It affects learning and enjoyment of school
- It destroys self-esteem
- Victims often become bullies themselves

3.3.2 Types of Bullying

- Name-calling against pupils themselves, their family or friends.
- Racist and sexist behaviour
- Negative homophobic, disability and faith related behaviour
- Making threats
- Making people feel small
- Hurtful remarks and personal comments



- Dares eg making someone do something they do not want to
- Preventing someone getting help
- Ignoring people and leaving them out
- Mocking differences
- Damaging work or belongings
- Hiding belongings
- Pressurising others to join in inappropriate behaviour
- Trying to separate people from their friends
- Using physical aggression
- Pushing or pulling others around
- Getting others to gang up on a student
- Making threats using different methods including social media and texts messages
- Cyber bullying

3.3.3 Bullies

- Intend to hurt, humiliate and belittle people emotionally, physically and using technology
- Lack security
- Aren't always aware they are doing it
- Are trying to gain power
- Sometimes are trying to provoke a response to their behaviour
- Are envious of other people
- Are attention seeking
- Follow patterns observed out of school
- Do not understand the differences between teasing and hurting
- Often have few close friends
- May also be victims

3.3.4 Bullies may have their own problems such as they:

- Cannot **or will not** control their tempers
- Cannot imagine how other people feel
- Don't know when they are in the wrong
- May have low self esteem
- Have emotional or behavioural difficulties of their own
- Seek attention
- Get pleasure from bullying
- Will not change their behaviour
- Want to be in control

4 Harassment

Harassment is defined as **“Unwanted behavior which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.”**

The criminal definition is: Threatening, abusive or insulting language or behavior or disorderly behavior 'with intent to cause a person harassment, alarm or distress'.



If a student or any other person wishes to make a complaint to the police, the criminal definition of harassment will apply.

4.1 The conduct must be “unwanted”. A single incident can be regarded as harassment if it is serious enough. However it would not be harassment if the recipient has been unreasonably over-sensitive. It may or may not be related to an individual’s gender, sexuality, race/ethnicity, religion/belief, disability, or age as detailed below.

4.1.1 **Harassment on the grounds of gender or sexuality** is unwanted conduct of a sexual nature, affecting the dignity of boys and girls. It can include:

- Intimidating, humiliating or degrading someone because of their gender or sexual orientation.
- Embarrassing, offensive or derogatory remarks, sexist ‘jokes’ and name-calling.
- Physical conduct of a sexual nature, such as unnecessary touching, patting, pinching or brushing against another person’s body or sexual assault.
- Verbal or written communication of a sexual nature (including e-mail and texts) such as offensive flirtations, suggestive remarks, innuendoes or lewd comments, unwelcome and persistent advances, propositions or pressure for sexual activity.
- Non-verbal conduct of a sexual nature such as the display of pornographic or sexually suggestive pictures, objects or written materials, leering, whistling or making sexually suggestive gestures.

4.1.2 **Harassment on the grounds of race or religion/belief** is an act designed to intimidate, humiliate, ridicule or undermine the confidence of a person by reason of the person's race, colour, nationality, ethnic origin, religion or belief. It can include:

- Intimidating, humiliating or degrading someone because of cultural or physical differences.
- Embarrassing, offensive or derogatory remarks, racist ‘jokes’ and name-calling.
- Written abuse and the display of offensive material.
- Physical and/or verbal abuse

4.1.3 **Harassment on the grounds of disability** is any unwanted act directed at a student who has a disability and which happens because of their disability. It can include:

- Intimidating, humiliating or degrading someone because of their disability
- Mimicking the disability
- Embarrassing, offensive or derogatory remarks, images or ‘jokes’ about someone’s disability or disabled people in general whether in written, verbal or visual format.
- Deliberate exclusion from conversation or social activities.
- Unacceptable forms of patronising and belittling.

4.1.4 **Harassment on the grounds of age** may include any of the following and may relate to older or younger people:

- Intimidating, humiliating or degrading someone because of their age



- Embarrassing, offensive or derogatory remarks, images or 'jokes' about someone's age, or age in general, whether in written, verbal or visual format.
- Deliberate exclusion from conversation or social activities.
- Unacceptable forms of patronising and belittling.
- It may be about the individual's age or it may be about the age of those with who the individual associates.

4.1.5 **Other forms of harassment** can include unnecessary intrusion by following, pestering, spying on (unless part of a business surveillance act in compliance with RIPA) or stalking someone.

4.1.6 **Harassment by email, MSN, mobile phone texts, social networking**

The speed and the informal nature of email, the internet, text messages, mobile phones and their Apps together with the ability to delete messages, can lead users to make ill-considered remarks in the heat of the moment. Also, because email and messaging creates distance between the individual and their victim they are subject to misuse and this can result in harassment.

It is important that all students and employees understand that email, text messages, the internet, mobile phones and their apps should not be abused and that communications using them are in as acceptable a manner, as any other means of communication. **No message should be sent which could be considered abusive, sexist, racist or defamatory.** Nobody should be subject to persistent unwanted and/or unnecessary messages.

5 How can we prevent bullying and harassment?

5.1 Prevention is better than cure

We all want to be proud of our schools and we want our Academy to be a happy, safe and secure place where all members of the academy community can develop their talents, share their skills and impart their knowledge to the full and can enjoy doing so.

We achieve this by:

- Promoting a whole school caring ethos.
- Encouraging all members of the academy to lead by example (staff, students, contractors, etc).
- Showing respect for each other.
- Showing respect for everyone who visits our school.
- Letting all students, parents and members of the local community know our views on bullying.
- Helping staff and prefects who are on duty and supervising at breaks and lunchtimes to prevent bullying.
- Learning about bullying in form periods and some other lessons so it is part of the curriculum.
- Reminding pupils of the services offered at the student support centre.
- Valuing people's individuality.



- Being careful and considerate in the language and gestures we use by avoiding aggressive, racist, sexist and other personal language.
- Creating an environment which discourages bullying.
- Creating a safe, non-judgmental environment where victims can ask for help and seek advice and talk about their concerns.
- Continual reinforcement of this policy.
- Regular anti bullying campaigns.
- Regular reinforcement of the policy in assemblies by staff and students.
- Incorporating our views on bullying into student planners.
- Using a range of empowerment strategies amongst all students (peer mentoring).
- Educating students about the responsibilities of power, peer mediation, peer support and the value of friendship.
- Expecting everybody to respect individuality, property, space, self-esteem, rights, differences, feelings and the environment.
- Training of students to be peer mentors.

6 **Managing bullying and harassment incidents?**

Guidance given by the DFE in October 2014 in the document “Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies” suggests that *“Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. Where this is the case, the school staff should report their concerns to their local authority children’s social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.”*

6.1 **Staff should:**

- Be alert and investigate when pupils are upset.
- Record the incident using the academy system.
- Take every incident seriously.
- Investigate and follow up each incident fully.
- Inform the Head of Year.
- Negotiate a resolution if possible.
- Ensure apologies are made when possible or suitable.
- Support someone who is being picked on by, for example, suggesting ways of coping with name calling, i.e. refer to peer mentoring.
- Let everyone know how strongly we disapprove of bullying.
- Ensure the bully knows how unacceptable their behaviour is.
- Ensure the Head of Year informs parents with the student’s knowledge.
- Inform parents about the support system within the academy.
- Tell a bully that if the bullying justifies it, or if the bullying behaviour continues, the academy may exclude her/him from school.
- Tell a bully that if the bullying justifies it, the school could refer it to the Police.

6.2 **Parents can help by:**



- Being involved very early on.
- Setting a good example.
- Opening up channels of communication with the school. This might include writing a note, speaking to someone or coming into school to talk to staff.
- Being alert to any signs of upset.
- Talking regularly at home about school.
- Showing an interest in friendships, work, the journey to and from school and any other aspect of school life.
- Informing the Head of Year or form tutor about any concerns, even if only in the first instance for school to monitor the situation without intervening.
- Encouraging and supporting their children to cope with awkward situations
- Striking a balance between sheltering their children and expecting them to cope with difficult situations on their own.
- Reminding their children that there are occasions when everyone needs support and help from others
- Discussing with the Head of Year ways in which their child can be supported by school and can help support her/himself.
- Letting their children know how strongly they disapprove if he/she has bullied someone.

6.3 Students can help by:

- Not being involved in bullying.
- Being a supportive friend.
- Understanding what bullying behaviour is.
- Not joining in with a gang if someone is being bullied and not being a watcher.
- Not joining in if someone is being bullied or giving in to peer pressure to be nasty to someone.
- Involving an adult/teacher when they or another pupil is being upset. In particular speak to the form tutor, year leader or pastoral manager.
- Having friends who respect the rights of other people.
- Influencing friends to respect the rights of others.
- Always using appropriate language or behaviour (including body language).
- Trying to imagine what it might feel like to be bullied.
- Respecting the rights of others.
- Recognising how their own behaviour might be considered as bullying.
- Making an effort to be supportive of other pupils.
- Reporting concerns to teachers, form representatives or teaching assistants.
- Speaking up about bullying.

7 Dealing with an incident of bullying or harassment

Each academy will deal with every incident on an individual basis. Whenever possible restorative justice should be used to try and resolve the issue. Kings Ash Academy has a clear Discipline Policy which identifies the sanctions an academy would use if pupils behave inappropriately towards each other and/or academy personnel. "Preventing and tackling bullying Advice for Headteachers, staff and governing bodies" states that *"Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for*



example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986”.

8 Conclusion

Talking about bullying and having a policy and consistently acting upon it when necessary, is an important part of the process of eliminating this type of unacceptable behaviour. Bullying is unpleasant, anti-social and illegal. It can spoil people’s lives both those of the bully and those of victims. Everybody who is part of Kings Ash Academy has a role to play in eliminating bullying from each of our academies.

9 Evaluation

The implementation of this policy is evaluated by the Heads of Year who each term write a report on bullying in their year group.

Reports used to inform this policy:

- House of Commons Report and Skills Committee ‘Bullying’ 5 March 2007
- Research Report DFE-RR098 ‘The Use and Effectiveness of Anti-Bullying Strategies in School’ May 2010
- Ofsted’s report entitled: “No place for bullying: How schools create a positive culture and prevent and tackle bullying” June 2012 Reference no: 110179
- DFE Guidance: “Preventing and tackling bullying Advice for Headteachers, staff and governing bodies” October 2014.