Kingsmead **Kingsmead Academy** **T/A Kingsmead School**	**POLICY TITLE:**	**Anti Bullying**
Committee/Person Responsible for Policy:		Senior Assistant Headteacher (Personal Development,Behaviour and Welfare)
Date Approved by Governing Body:		February 2017
Date of Last Review:		Spring 2017
Next Review Due:		Spring 2018

1. Introduction

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Preventing and Tackling Bullying, DfE 2011).

It is important to understand that bullying/harassment is defined by the impact on the person being bullied, not just the intention of the perpetrator.

Bullying/harassment is the intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power.

However, single incidents of hurtful behaviour may still leave the targeted student fearful of repetition and should always be addressed. This is particularly relevant to cyberbullying, when a single incident may have an ongoing impact

At Kingsmead School, our policy is to promote an ethos where all students, parents and staff treat each other with respect. Our core values determine that we should care and respect for each other, and as such, all forms of bullying are unacceptable.

If students are going to learn and develop in line with our other core values of determination and aspiration, bullying will need to be tackled whenever it occurs.

Kingsmead School fully recognises that forms of bullying exist in school, but that we must do our very best to ensure that we foster an ethos that enables young people to feel safe in telling adults about bullying, and feel secure that the school will follow up any reports of bullying that occur.

Adults should reinforce the aims and values of the school in the standards they

set in their relationships with children and other adults, as well as in their expectations of the behaviour of students.

The school recognises there is a difference between friendships breaking down and occasional name calling and a conscious and sustained period of action or intimidation which is bullying.

We also recognise that different students perceive things in different ways. Kingsmead School will always take any reporting of bullying behaviours seriously. This includes journeys to and from the school and during the school day.

2. Guiding Principles of the Policy

- Students have a right to learn, free from intimidation and fear.
- Kingsmead School will not tolerate bullying behaviour.
- Bullied students will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated
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Bullying can occur through several types of anti-social behaviour. It can be:

Physical: when a person is for example, punched, kicked, hit, spat at.

Verbal: can take the form of name calling, the use of aggressive language or tone, laughing at and/or ridiculing someone. It includes harmful comments about a person's appearance, race, religion, sexual orientation, etc.

Exclusion: a person is bullied if he/she is excluded from discussion/activities with those they believe to be their friends, by being excluded from group work, by being ignored or 'sent to Coventry'.

Damage to property or theft: a person's property is intentionally damaged, hidden or stolen, verbal or physical threats to coerce the person to hand over property to the bully/bullies.

Threats: to hurt someone, damage their property or get them into trouble, etc.

Cyberbullying: including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.

Racially motivated bullying: If there is a racist element to the bullying, this should be recorded as a racist incident.

Passive participation and collusion by bystanders also need to be considered as bullying/harassment.

All staff and students should show respect to each individual and aim to make everyone feel comfortable both on their way to and from school and within it.

There must be not be any fear of, or intimidation from, other people either physically or psychologically. Staff must be aware of their own actions, language and body language, and the effect these can have on a student's confidence.

3. Roles and Responsibilities

All members of the Kingsmead School community are encouraged to take responsibility for personal behaviour and actions and treat one another with Care and Respect. Everyone should contribute to creating a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged.

Teachers, staff and Governors should model positive attitudes and relationships. It is important that all members of the school community take responsibility for creating a climate where students who are being bullied, or those who know about it, feel that they will be listened to and believed, and that action taken will be swift but sensitive to their concerns.

Students

Students are encouraged to speak directly with their Form Tutor if they are being bullied, or if they believe that another student is experiencing bullying/harassment. Senior school students who are buddies or peer mentors are encouraged to explore any concerns about bullying/harassment and to report these to the Form Tutor, LOSS, Student Welfare Services or other member of staff immediately.

Form Tutors

Form Tutors should be aware of any unusual patterns of behaviour or attendance with respect to the students in their form and should investigate these as a priority.

Where bullying/harassment is identified or suspected, they should discuss this with the students and then meet with the Leader of Student Support to decide how best to proceed.

A record should be kept of these discussions, including accounts written by the students.

Form Tutors should continue to monitor situations closely. It should never be assumed that the bullying/harassment has stopped.

Subject Teachers

Subject staff should always be aware of the possibilities of bullying/harassment and note any concerns that might arise. These should be discussed with the students, if this seems appropriate, and with the form tutor as a priority.

A change of seating plan in the short term should be considered. A record should be kept of any discussions with the student and this should be passed on to the form tutor. Where information is received about bullying/harassment, the subject teacher should monitor the students carefully and report any further concerns immediately.

Leaders of Student Support (LOSS)

Leaders of Student Support may identify patterns of absence, a change in conduct or a decline in tracking results. These should be investigated as a priority and explored with the Form Tutor. Where bullying/harassment is identified as a cause, this should be dealt with immediately.

The action taken by the LOSS will vary according to the nature of the incident – normally the student will receive support and the bully some form of sanction, but also appropriate support.

It may be appropriate for the student to face the bully with the LOSS/ SLT Member present as an intermediary; this should only be arranged with the agreement of the student and after discussion as to how the meeting should be managed.

Parents/carers of the bully and the bullied student must be informed of the incident and the action taken. It may be appropriate for the Phase Leader to be present at any meetings with parents/carers.

Leaders of Student Support, in conjunction with appropriate SLT staff will involve external agencies (including police and independent mediation or advocacy services) as appropriate to respond to incidents.

Leaders of Student Support and SLT in conjunction with the PSHCE Coordinators should ensure that the PSHCE programme includes opportunities for students to explore the themes of bullying/harassment and ways in which they can develop strategies to combat bullying/harassment.

The assembly programme will offer additional opportunities to deliver the anti-bulling message throughout the year.

Leaders of Student Support are responsible for ensuring accurate records are kept of incidents, along with how the school responded. This can be achieved through completion of the Incident Report Form and ensuring that data is logged onto SIMS.

The Senior leadership Team

Within SLT the school have lead teachers who have specific responsibilities for the following:

Racist Bullying – Andy Dunnett – Senior Assistant Headteacher
Cyberbullying – Mark Williams – Assistant Headteacher

Parents and Carers

Parents are encouraged to contact the Form Tutor or LOSS if they have any concerns about their child or about another student in the school.

The Form Tutor or Pastoral Leader should record these concerns and investigate them as a priority.

4. How the school will address bullying with staff and students

- Equipping staff to pre-empt or deal with bullying
- Educating students about bullying: PSHCE curriculum;
- Year and House assembly programme;
- The use of Student Welfare Services.

5. Preventing and Responding to Bullying Incidents

Preventing bullying

Kingsmead School has a strong ethos which encourages all members of the school community to take responsibility for personal behaviour and actions and treat one another with respect and care. This is reinforced through the school's core values. These values are promoted in school through, for example, assemblies and tutor times.

An anti-bullying ethos is also reinforced through curriculum opportunities, particularly in the PSHCE programme.

Responding to bullying

1. Sit down with the student and listen to her/his account of the incident, allowing the student to fully express her/his feelings relating to the incident.

2. Reassure the student that they have done the right thing by reporting the incident(s)

3. Agree with the student what steps will be taken and when they will be given feedback about what has happened as a result of this.

4. Make a decision as to whether the student is able to return to class or needs to remain with a member of staff while the incident is being investigated.

5. Gather evidence and keep written accounts from everyone who has been involved or who has witnessed the incident and involve parents/carers at the earliest opportunity.

6. Draw up a list of actions to be taken to deal with the perpetrators.

7. Inform the student and parents/carers how the incident is being dealt with and check that they are satisfied that is has been dealt with effectively.

8. Talk to the student about how they feel and ask whether they require further support.

9. A record of action taken should be passed to the LOSS and/ or Phase Leader, along with any other documentation relating to the incident. The LOSS and/or Phase Leader will then consider and implement the agreed action points.

10. The incident and action taken will be logged on SIMS and also recorded separately if the bullying is racist bullying Andy Dunnett) , or Cyberbullying (Mark Williams).

11. The support given to students who have been bullied will be decided by the LOSS/ Phase Leader.

12. Possible support includes access to the school counsellor and working with a mentor or peer mentor.

13. The sanctions applied to each case of bullying/harassment will depend on the extent and severity of the incident.

14. The LOSS will discuss this with the Phase Leader and possible sanctions will include after school detentions, internal exclusion, fixed-term exclusion and the possibility of a permanent exclusion in cases of serious and persistent bullying/harassment.

It should also be recognised that students who bully often need support as well. There may well be personal, social, intellectual, physical and other individual reasons why students bully and reactions to bullying should be guided by individual needs. In managing such situations, the school will have regard to current legislation with regard to equal opportunities.