

Anti-Bullying Policy

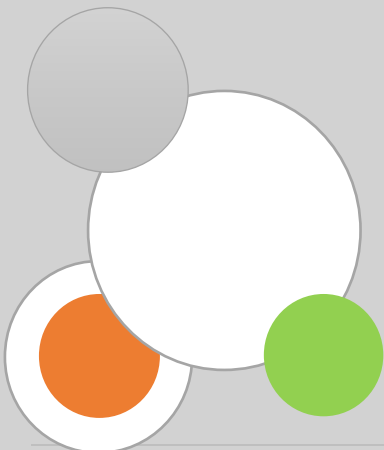
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1. Aim and Objectives

Our aim is to provide a learning environment free from any threat or fear which will enable us to support the aspirations, achievement and welfare of everyone in the school community. To achieve this Kingsbury Academy objectives are:

- To reduce and eradicate wherever possible instances in which children and staff are subjected to harmful, bullying in any form, including racist bullying, homophobic or gender variant bullying, and cyber bullying.
- Respond to bullying incidents in a reasonable, proportionate and consistent way.
- To establish and apply supportive strategies to the victim and bullying perpetrator and ensure they too are supported, and they learn from the experience, possibly through multi-agency support.
- To ensure that all learners, staff and parents are aware of this Policy and fulfil their obligations to it.

2. Definition of Bullying

Although a specialist setting like Kingsbury Academy may not experience bullying in the same manner as a mainstream school, it would be naïve not to address the issue. The behaviours of some of our learners and the vulnerability of others make it essential that the school remains sensitive to the subject. We should also be aware that although not deliberate, some of our learners can be upset by peers noises in a cause and effect manner which, excludes deliberate intent and empathy.

Bullying is defined as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can involve verbal taunts, name-calling, physical injury, shunning or ridicule. It

can be manipulative and can be done through mobile phones, websites and email – cyber-bullying" (DfE 'Safe to Learn').

We understand that bullying can take place between learners (child on child abuse), between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber-bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Four main types of bullying can be identified:

- Physical: hitting, kicking, taking or hiding belongings.
- Verbal: name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).
- Emotional: being intentionally unfriendly, excluding, tormenting looks, spreading rumours.
- Cyber: email and internet chat room misuse, mobile phone threats by text, calls, social websites.

The pupils at Kingsbury Academy have a wide range of complex needs. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all pupils at Kingsbury Academy will recognise bullying behaviour if they experience it; equally not all pupils would recognise their own behaviour as bullying towards another individual and some actions may be a consequence of a learner trying to communicate.

Cognitive understanding and communication impairment are strong factors in how/what the children and young people communicate. As such, the school uses the following strategies to support the children/young people to understand what is meant by the definitions above and how to resolve any bullying situation. Pupils who are being bullied may show changes in behaviour, such as becoming withdrawn, nervous, feigning sickness, refusing to come to school, clinging to adults, refusing to

remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities.

Issues around bullying will be covered through the curriculum including;

- how and who to go to if they feel they are being bullied
- Addressing bullying and discrimination is a whole school approach and is embedded within our Healthy Living curriculum and explicitly taught within our PSHE Curriculum offer; different types of bullying are addressed (including online) in line with the statutory requirement for RHE.

Learning focuses on the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. NSPCC's 'Speak out, Stay Safe' programme is embedded within the curriculum where appropriate and the "safe circle" has been adopted as a whole school approach within our safeguarding strategy.

We can define bullying as deliberate behaviour or aggression by one or more people, which produces damaging or hurtful effects, physically or emotionally, either directly or indirectly through means such as online gaming and social media, to any individual. It is often repeated over a period of time, and it is usually difficult for those being bullied to defend themselves.

3. Values and Beliefs Underlying this Policy

At Kingsbury Academy we believe that; it is important that everybody across the school understands that bullying is unacceptable;

- The school recognises the detrimental effect on learners who may be subjected to bullying and will work actively to minimise the risks.
- Both those who are bullied and those who bully will be treated in a supportive manner;

- A personalised programme will be created to ensure learners feel safe after an instance of bullying.
- The harmful effect on learners performance, which can be induced by bullying is recognised and the school is committed to combating all bullying behaviour.

4. Roles and Responsibilities

The LGB

- Ensure there is an Anti-Bullying Policy in place and review its implementation.

The Head Teacher/Senior Leadership Team

- Oversee the implementation of the Anti-Bullying Policy and evaluate its effectiveness.
- Report to the Directors on the implementation of the policy including the analysis of incidents to determine the effectiveness of the policy.
- Ensure the whole school is promoting equality and inclusion.
- To ensure the anti-bullying behaviour policy is kept up to date

The DSL (Designated Safeguarding Lead) Team

- To deliver and organise any necessary training for staff to ensure they understand and implement the anti-bullying policy.
- Keep up to date on bullying related data from the academy's safeguarding report analysis (CPOMS) and plan appropriate interventions either at an individual or whole school level.
- Promote anti-bullying week and anti-bullying work in general.
- Ensure the curriculum covers anti-bullying.

- Work with families so that they are aware of the school's policy/practice and specific circumstances if they arise.
- To act as a point of contact to advise staff on any bullying related matter.
- To liaise with external agencies as necessary in partnership to support anti-bullying strategies.

All school staff

- To be constantly monitoring the pupils for bullying-related behaviour and follow the correct procedure where evidence points towards bullying taking place.
- To be constantly modelling high standards of behaviour and to have high expectations for all the pupils.
- Ensure that any instances of bullying are reported to a DSL.

Pupils

There are a number of ways that pupils can communicate to express their feelings and thoughts. These include everyday communication with school staff and small group consultation (e.g. Junior Leadership team, supported by appropriate communication aids), Learners will communicate their wants and needs and how they feel through their behaviour. School staff should be constantly vigilant for signs that a pupil may be subject to bullying behaviour expressed either through a pupil voice or from signs such as distress, change in mood, injury, and change in behavioural norms. Claims or expressions of bullying made by pupils will be taken seriously.

Working with Families

Close work with the families is an essential part of work at the school. Bullying is one of the most potentially sensitive areas of home/school life. For individual matters relating to bullying, advice should be sought from the DSL on how to proceed. Efforts should be made to conduct conversations sensitively, bringing family members into school where necessary. Informing and working with families whose child was the victim of bullying should follow standard reporting procedure for involvement in an incident, ensuring a record is kept of any phone call.

Pupils who are receiving additional behaviour support because they are perpetrating bullying behaviour should be subject to joint working with their parents to ensure all parties understand the approach being taken.

Parents/Carers have a responsibility to let the school know if their child/young person is being bullied and work with the school to resolve any issues arising from an incident the child/young person is anxious about.

If as a parent/carer you are concerned about your child/young person being bullied, you should: Contact the school immediately and ask to speak to a DSL. In the unlikely event of you being told that they are unavailable please ask to speak to the Head Teacher. If neither are available, please leave a message asking for an urgent call back from either the DSL or Head Teacher.

Contact the school if the bullying is taking place on home to school transport. You should also contact the designated person for home to school transport so they can also carry out an investigation.

5. Persons Covered by the Policy

All learner on the school roll will be covered by this policy, along with all employees of the school.

6. Preventative work in School

- As a school we are committed to providing a happy, safe and secure environment for all our learners. The school will make every effort to combat bullying behaviours by adopting positive strategies to prevent or discourage bullying, and establishing and maintaining the following;
- We foster co-operative learning and group working when developmentally appropriate.
- We provide opportunities for learners to communicate their feeling and concerns with staff.

- We promote an atmosphere of openness.
- Teaching learners how to stay safe.
- School will offer parents/carers online safety guidance through newsletters and parental coffee mornings.
- We provide opportunities to explore issues related to bullying and other inappropriate behaviour awareness days.
- We make efforts to supervise learners carefully and with appropriate staff ratios.
- We listen carefully to learners.
- Implement and review Anti-bullying Policy
- Ensure that reinforcement for positive behaviours is consistently applied throughout the school.
- Deliver sensory circuits and emotional regulation opportunities throughout the school day to support learners' well-being and sensory processing needs.
- Allocation of specific roles and responsibilities in order that incidents may be detected, behaviour monitored and appropriate after-care delivered.
- All incidents will be recorded and collated and reviewed.
- Communication of the policy in order to ensure that staff, parents, learners and governors are aware of the policy and their individual responsibilities.
- Staff training to ensure that all responsibilities in respect of this policy can be delivered in a competent, caring and efficient manner.

- Establishing appropriate staff-learner forums in order that current issues with regard to bullying can be discussed on a regular basis (PSHE work, Assemblies, Junior Leadership and Awareness days).
- In relation to use of ICT no learner should be accessing without supervision. (Further details of this can be found in the Acceptable Internet Usage and Online Safety Policy)
- Adopting a no mobile phone rule during school hours. (Further details of this can be found in the Acceptable Internet Usage and Online Safety Policy)

7. Dealing with Bullying

We believe that bullying is completely unacceptable. Cases of bullying are not common, each and every case is dealt with urgently and thoroughly. If learners are found guilty of bullying, they are dealt with appropriately. This will include helping them to understand why their behaviour is wrong and how they can change it.

Stages in managing bullying in school;

- i. Learners are encouraged to tell staff, teaching or non-teaching, of any incident of bullying relating to themselves or other children. Individual class teachers will use a variety of ways to ensure that learners have the opportunities to raise such issues within lessons or confidentially (e.g. Communication Books, ALD boards, symbols)
- ii. Staff will make every effort to watch and listen carefully for any signs of bullying and be prepared to act firmly against it.
- iii. When an incident of alleged bullying is reported or observed it will be investigated by DDSL/DSL. If it is a serious incident (involving bodily harm), the matter may be referred directly to the Headteacher/DSL

- iv. When A disclosure of bullying is made, the member of staff will listen carefully and make accurate notes on what has happened. Both parties will be listened to, and if necessary, third parties as required. Staff will deal sensitively with the investigation in order to avoid making the situation worse for the victim of the bullying. Whilst also supporting the alleged perpetrator.
- v. If bullying is revealed, staff will deal with the incident in an appropriate way, there will be an emphasis on helping the bully to identify why their behaviour is wrong and looking at how they can change it.
- vi. All incidents of bullying will be recorded through My concern by the end of the working day.
- vii. The DDSL/DSL team will contact parents if it is deemed that a bullying event has occurred. This will always happen if bullying is repeated on a regular basis. Parents of learner who repeatedly demonstrate bullying behaviour will be invited into school to discuss how they can support the school at home by helping with their child's behaviour management programme.
- viii. If there is no improvement, it may be necessary to involve other agencies. Cases of very serious or repeated bullying could ultimately lead to exclusion for school. The school will strive to make each learner feel safe again, after instance of bullying, through a bespoke differentiated personal program. The program will focus on self-esteem and personal development through PSHE. Where appropriate, assessment tools such as three houses can be used to access student mind-set.

8. Cyber bullying

Cyberbullying, along with all other forms of bullying, will not be tolerated at Kingsbury Academy

8.1 Preventing and addressing cyber bullying

- To help prevent cyber-bullying, we will ensure that learners (where appropriate) understand what cyber bullying is and what to do if they become aware of it happening to them or others;
- We will ensure that learners know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.
- The school will actively discuss cyber-bullying with learners, where applicable, explaining the reasons why it occurs, the forms it may take and what the consequences can be.
- Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes Personal, Social, Health and Economic (PSHE) education, and other subjects where appropriate.
- All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.
- In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy and safeguarding policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained. The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

9. Linked Policies

- Online Safety Policy
- Safeguarding and Child Protection Policy
- Code of Conduct
- Behaviour Policy
- PSHE/RHE Policy

10. Changes

Description	Date	Page	Section
New Policy	November 2023	N/A	N/A