



ANTI-BULLYING POLICY

Kingsbury Academy believes that all children and young people should learn and play in a supportive, caring and safe environment without fear of being bullied and that all adults and pupils should recognise that bullying is a safeguarding concern which could affect everyone and will not be tolerated. To this end, the anti-bullying policy sets out the academy approach, roles and responsibilities about all pupils/students-bullying matters.

The aims of the anti-bullying policy are to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour
- React to bullying incidents in a reasonable, proportionate and consistent way
- Safeguard the pupil/student who has experienced bullying and to trigger sources of support for the pupil/student
- Provide support to the pupil/student victim or causing the bullying and ensure they learn from the experience, possibly through multi-agency support

Definition of bullying

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, website and email” (DfE ‘Safe to Learn’). This can be further defined as:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

The children and young people at Kingsbury Academy have a wide range of complex needs. As an academy 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 will recognise their own behaviour as bullying towards another individual. Cognitive understanding and communication impairments are strong factors in how/what the children communicate. As such, the academy 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 shy, nervous, feigning sickness, refusing to come to school, clinging to adults, refusing to remain in class. It is important that all academy 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 listed below.

Roles and Responsibilities/Strategies:

1. Board of Trustees

- Creating the right ethos for the academy that ensures it is an inclusive environment
- Ensure regular reviews of anti-bullying policy and practice including analysis of data published under its single equality scheme
- Ensure the academy is promoting equality for its whole community

2. The Head Teacher

- To determine, publicise and ensure implementation of the academy's measures on behaviour support and anti-bullying
- To consider what adjustments may be needed to policy and practice in this area
- Ensure the whole academy is promoting equality and inclusion
- To ensure the anti-bullying and behaviour policy is kept up to date

3. The Deputy Head Teacher in charge of Safeguarding

- To deliver and organise any necessary training for staff to ensure they understand and implement the anti-bullying policy
- 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 academy's policy/practice and specific circumstances if they arise
- To act as a port of call to advise staff on any bullying matter
- To work with the pupils on work relating to anti-bullying
- To liaise with external agencies as necessary in partnership to support anti-bullying strategies

4. The Lead Co-ordinator in charge of Behaviour Management

- Keep up to date on bullying related data from the Kingsbury Academy behaviour report analysis and plan appropriate interventions either at an individual or whole academy level
- Ensure that behavioural recording systems record any instances of bullying
- To ensure bullying is factored into any analysis of pupil's behaviour

5. All academy 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 pupils
- To support the implementations of British Values related to anti-social behaviour

6. Pupil Voice

There are several ways that pupils can communicate to express their feelings and thoughts. These include the pupil council, annual reviews, EHCPs, everyday communication with staff and small group consultation. Academy staff should be constantly vigilant for signs that a pupil may be subject to bullying behaviour expressed either through a pupil's voice or from signs such as distress, change in mood, injury and change in behavioural norms. Claims of expressions of bullying made by pupils and staff witnessing any bullying across the academy will be taken seriously and the DSL or Deputy DSL will be informed immediately.

7. Reporting Process

If bullying behaviours are reported or observed; the member of staff who has that information should report it to the DSL or DDSL for follow up action. The DSL or DDSL should then investigate to determine the facts behind any arising issue. If bullying is taking place, please follow the correct procedure:

Any bullying should be recorded as a 'Cause for Concern' and attention raised to the Deputy Head Teacher who will make sure that the necessary reports are made on the behaviour reporting analysis system.

If bullying behaviour is not successfully changed or prevented; and that agreed strategies do not show indications of working, then the matter should be referred to the Deputy Head Teacher. It is expected, through the behaviour support systems that the Head Teacher would be kept informed of bullying related issues.

If there is a victim of bullying behaviour the class teacher or support staff should assess for any levels of distress and as appropriate take positive action to ensure the pupil feels safe.

8. Working with families

Close work with the families is an essential part of work at the academy. Bullying is one of the most potentially sensitive areas of home/academy life.

For individual matters relating to bullying, advice should be sought from the Deputy Head Teacher on how to proceed. Efforts should be made to conduct conversations sensitively, bringing family members into the academy where necessary. Informing and working with families whose child was the victim of bullying should follow standard reporting procedures 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 academy know if their child is being bullied and work with the academy to resolve any issues arising from an incident the child is feeling anxious about. If, as a parent/carer, you are concerned about your child being bullied you should:

- Contact the academy immediately and ask to speak to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
- Contact the Academy if the bullying is taking place on home to school transport. You should also contact the designated person for home to school transport (Coventry Council Transport- the contact number is on the school website) so they can also carry out an investigation.

Links to Internal Policies

Safeguarding Policy
SMSC Policy
PSHE Policy
E-Safety Policy
Intimate Care Policy

Useful guidance Links

<https://www.anti-bullyingalliance.org.uk>
<https://www.bullying.co.uk>
<https://www.stopbullying.gov/>

Date ratified:

Date Policy due to be reviewed:

Ratified by: Quality of Education & Welfare Committee