King's Worcester

Anti-Bullying Policy

This policy should be read in conjunction with the following related policies:

Policy for the Safeguarding and Promoting of Children's Welfare and Child Protection PSHE Policy

Equal Opportunities Policy

Staff Code of Conduct Worries and Complaints Behaviour Management School Rules

Physical Restraint

Special Educational Needs Trips and visits

First aid

Introduction Health and Safety Pastoral Care

School and Sexual relationships Equal Opportunities

ICT and Acceptable Use

Whistleblowing (Confidential Reporting)

Missing Child Drugs and Alcohol PSHE

Wellbeing

It is informed by Department of Education guidance on the prevention of bullying, contained in 'Safe to Learn -Embedding anti-bullying work in schools' and Keeping Children Safe in Education (KCSE), 2021.

Aims and objectives

The King's School, Worcester has a zero tolerance approach towards bullying. Such behaviour is unacceptable and will not be discounted as banter or part of just growing up. The foundation fully recognises the serious nature of bullying and its detrimental effect on the wellbeing of children. It undertakes to deal with any concerns raised about bullying effectively and sensitively.

It is our wish at King's for every pupil to be able to develop his or her potential. For this to happen, everyone must feel safe and valued. This places a responsibility on every member of our community to create a positive ethos and implement measures to defeat bullying. Staff and pupils need to know how to deal with bullying and how to prevent it.

Definition

Bullying is the victimisation of one person by another or by others. It suggests unkind, hurtful or aggressive behaviour repeated over a period of time. It is more grievous when it is perpetrated deliberately and/or after the victim has made his/her discomfort known and/or after the perpetrator has been spoken to about his/ her behaviour. Bullying can be physical, emotional and psychological; it may include:

- physical acts (such as hitting, kicking, the taking or damaging of another's belongings)
- verbal abuse (such as name calling, offensive remarks including any of a sexual, sexist or homophobic nature, and any remark made regarding race, religion, culture, sex, sexual orientation, special educational need or disability)
- other unkind behaviour (such as the spreading of stories, ostracising)

- cyber abuse (use of mobile phone, chat rooms, social media sites or other forms of technology to harass, embarrass, threaten or intimidate by making malicious calls or sending malicious texts, photographs, emails or posting malicious or unkind website comments). Bullying may take place in the cyber sphere alone.

Bullying is recognised as serious. It can cause psychological damage and even lead to suicide. (Although bullying is not a specific criminal offence, it may be covered by criminal laws which apply to harassment and threatening behaviour). Any serious incident of bullying, where a pupil suffers or is likely to suffer significant harm, will be treated as a child protection issue and reported to the police and/or Children's Services as appropriate.

Staff are made aware of the foundation's Anti-Bullying policy and procedures through training and induction programmes. Pupils are made aware of the foundation's Anti-Bullying policy and procedures using educational elements such as the PSHE programme, assemblies, drama, stories, literature, historical events and current affairs.

The foundation's Behaviour Management policy recognises bullying as a serious offence and makes provision for the application of strong sanctions (including exclusion) as well as support for both the victim and the bully.

Incidents of bullying are recorded and monitored for patterns by the Senior Deputy. The bullying log is discussed with the Safeguarding Governors every term, along with the Serious Sanctions log.

Teachers and senior pupils need to be alert to the following signs that bullying may be taking place:

Changes in behaviour that may indicate a pupil is being bullied include:

- the pupil being upset, anxious, withdrawn or unusually quiet
- failure to produce work or producing unusually bad work or work that appears to have been copied, interfered with, or spoilt by others
- the pupil's bags, books and belongings going missing or destroyed
- the pupil is laughed at by others or appears embarrassed when asked a question in class, or is awkward when working in small groups in class
- frequent visits to the Health Centre, changes in eating habits, spurious illness or unexplainable injuries
- frequent absence, erratic attendance, late arrival to class, staying behind after lessons
- clinging to adults, reluctance to go into the playground or to go home

Improbable excuses for any of the above. On their own, any of the above may be caused by another reason, trivial or serious, and not indicate bullying, but repetition or a combination of even a few of these signs might be a reason to suspect it and should be investigated.

Strategies for dealing with bullying

Preventative measures:

- Pastoral staff make pupils aware of the support systems should they be a victim of bullying. Pupils know whom they can talk to in confidence (a member of staff whom they trust, Form Teacher, Fourth Form Staff, House Tutor, House staff, Senior Deputy Head, School Nurse, Chaplain or Counsellors) and that information will be acted upon discreetly and sensitively.
- Opportunities are taken in the delivery of pastoral care and of Personal, Social and Health Education (PSHE), and in assemblies, to explain the foundation's policy on bullying. Staff may also make use of opportune moments in lessons and activities to highlight the issue of bullying

and to reinforce this message. Through PSHE in particular, pupils are taught about respecting individual differences and avoiding prejudice-based language; the foundation also uses PSHE and House/Form time to promote pupil resilience and to enable them to protect themselves and others. Pupils are also encouraged to participate in activities (usually in PSHE) which raise their awareness of bullying in order to understand what to do if they or another pupil are being bullied. The foundation takes part in initiatives such as Anti-Bullying Week. Pupils may also undertake surveys on bullying which allow the foundation to monitor the effectiveness of its Anti-Bullying policy. Pupil feedback as part of the foundation's Professional Development Programme (PDP) allows pupils to comment on how well they judge themselves to be supported and cared for by members of staff in their pastoral capacity.

- The foundation has an Acceptable Use Policy (AUP) for pupils as well as staff. Pupils are expected to follow the School Rules on the use of mobile phones.

- Staff need to be aware of areas of the foundation where bullying might take place, be sensitive to the times and situations when it might occur, and always keep a watchful eye. Staff on duty at break and lunchtime patrol these areas regularly.

- Staff should be punctual and keep to lesson times. Bullying often happens before classes start or if classes have been dismissed early.

- Staff should set a personal example. No member of staff should ever bully a class or an individual. There should be classroom rules which make it clear that criticising or humiliating another pupil in class is not tolerated.

- Staff need to be alert to racist, homophobic and sexist language and/or actions which are a form of bullying. Raising staff awareness of bullying, particularly cyber-bullying, is undertaken through training, either individual Continuing Professional Development (CPD) or In-service Training (INSET).

- Members of staff should be on the alert for any changes in a pupil's behaviour that indicate he or she is being bullied.

Preventative measures (Cyber-bullying):

The foundation has an AUP for pupils as well as staff. This Acceptable Use Policy provides a framework for safe and appropriate use of the Internet and systems that use the Internet (which includes school e-mail), and the school network. The Information Communication Technology (ICT) code of conduct is displayed in IT rooms. Pupils are expected to follow the School Rules on the use of mobile phones. The foundation uses a commercial Internet Content Filtering Service, which prevents access to web sites deemed unsuitable. The foundation operates monitoring services on workstations in some rooms. This means that, at any time, a member of staff may be able to view and take control of a screen. Pupils are taught about on-line safety and cyber-bullying in PSHE (and for sixth form students in Key Skills sessions). INSET training for staff and presentations to parent/guardians are also arranged using external presenters to raise awareness of cyber-bullying. The Deputy DSL (Pastoral Systems) monitors internet use by pupils using Securus software.

Reporting, sanctions and monitoring

Minor, one-off incidents will be recorded (on the perpetrator's record) as a behaviour incident on the School Information Management System (SIMS) and pastoral staff will then follow this up with the pupil concerned. A log will also be made on CPOMS.

For a more serious incident, a written report of the incident(s) is sent (usually via email) to pastoral

staff concerned (of both the bully and the victim) who is likely to carry out further investigations and issue sanctions. The House Tutor or Head of Section is also likely to be involved at this level and will report incidents to the Senior Deputy. Bullying incidents are a standing agenda item at weekly Pastoral Group meetings. An incident log is kept. Parents/guardians may be informed at this level should the matter warrant sanctions. Subject teachers will also be asked to monitor the situation.

The Senior Deputy will deal with bullying or cyber-bullying cases which would be considered as requiring the most serious sanction. Parents/guardians will be informed. Depending on the nature of the bullying the Headmaster may also be informed.

A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include verbal or written warnings, restrictions of activities (break, lunchtimes and after school), detention, fixed term suspension and, in the event of persistent bullying, permanent exclusion. Where appropriate the Headmaster may inform the police.

Both the victim and the bully will be offered pastoral support to rapidly resume normal school life; counselling will be made available to both parties.

If parents/guardians observe bullying, including on-line events outside of school, they should report it to the foundation without delay. Pupils must also feel empowered to report incidents that they observe.

Incidents where a member of staff has been accused of bullying a pupil will be dealt with by the Headmaster, with the support of the governing body. Complaints are dealt with in accordance with the foundation's Complaints Policy. The incident will be investigated and formal action will be taken where necessary. Such action will also be taken if a member of staff is deemed to have bullied another member of staff. Equally, malicious accusations against a member of staff will be investigated. Any subsequent action will be dependent on the outcome of the investigation.

A termly audit and analysis of incident logs and interventions is undertaken to enable practice to be regularly reviewed.

Guidelines for Staff and Senior Pupils:

If you do come across bullying, what should you do? *(based on Action against Bullying)*

First steps:

DO

- remain calm; reacting emotionally may add to the bully's fun and give the bully control of the situation
- take the incident seriously and take action
- reassure the victim; do not make him or her feel inadequate or foolish
- decide whether your action needs to be private or public – and initially deal with things in private if you can
- offer help, advice and support to the victim
- make it plain to the bully that you disapprove of his or her behaviour (not of him or her as a person)
- encourage the bully to see the victim's point of view
- punish the bully if you have to, but be very careful how you do this; reacting aggressively or

punitively gives the message that it is all right to bully if you have the power, and can in certain circumstances exacerbate the bullying and so be counter-productive

• explain clearly any punishment and why it is being given.

After taking the appropriate initial action:

DO

• make sure the incident does not live on through reminders from you

• if you have uncovered the 'trigger factor', try to think ahead to prevent a recurrence of the incident

• inform the relevant senior member of staff whose job it is to record incidents of bullying and to enable patterns to be identified.

DO NOT

• be over-protective and refuse to allow the victim to help him or herself

• assume that the bully is bad through and through; his/her behaviour in this respect is unacceptable, but s/he has virtues in other areas – try to look objectively at the behaviour with the bully

• keep the whole incident a secret because you have dealt with it

• involve parent/guardians without discussion with House Tutor(s) or Lower Years' Staff in the senior school or with a senior member of staff in the prep schools or without agreeing a constructive plan to offer both sides.

General guidelines to keep in mind:

• Bullies are to be shown how they can satisfy their needs through working with others rather than in confrontational ways.

• In dealing with the bully, members of staff should make it clear that the behaviour is unacceptable and also stress the serious consequences of repetition.

• The House Tutors, Head of Lower Years or form teacher should make clear to the parents/guardians of the victim and of the bully the actions being taken, why we are taking them and what the parents/guardians can do to help us and to reinforce our actions.

• Every effort should be made to follow up each case to ensure that the victim is given support and to prevent any recurrence. Help is to be provided for the victim to raise his or her self-esteem, and support to counter any feelings of inferiority and guilt.

Version	Date	Author	Position
1	01/04/2017 Governor approved	JR Ricketts	Senior Deputy Head
2	01/09/2018	JR Ricketts	Senior Deputy Head
3	24/09/2019 (KSA Annexe)	RA Chapman	KSA Head
4	25/08/2021	JR Ricketts	Senior Deputy Head

King's Hawford

The school recognises that bullying is damaging to a child's sense of self and wellbeing. King's Hawford aims to create a climate in which children feel safe and valued.

It is the responsibility of the Head and staff to create a positive ethos and implement measures to prevent bullying within the school.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at King's Hawford. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents/guardians and other members of the wider school community.

Children have contributed to the behaviour policy through their involvement in the development of the school's general rules.

Aims

The aim of King's Hawford is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's Behaviour Management Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

King's Hawford does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything possible to ensure that all children attend school free from fear.

The school fully recognises the serious nature of bullying and its detrimental effect on the wellbeing of children. It undertakes to deal with any concerns raised about bullying effectively and sensitively.

It is our wish at Hawford for every pupil to be able to develop his or her potential. For this to happen, everyone must feel safe and valued. This places a responsibility on every member of our community to create a positive ethos and implement measures to defeat bullying, including cyber bullying

Expectations

At King's Hawford we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.

- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.

- Reward good behaviour.

- Provide encouragement and stimulation to all pupils.

- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules and that each class has its own classroom code.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

The key features of the school's policy include:
- Early intervention. Recording of incidents.
- Communication and partnership with parents/guardians.
- Communication between staff.
- Involvement and understanding of pupils.
- PSHCE discussion in order that children understand the meaning of the term, 'Bullying' and know how to respond to difficulties.
- PHSCE days.

Definition of Bullying

Bullying is a wilful, conscious desire to hurt or intimidate another person or group of children. Bullying is a deliberate action taken by one or more children and is repeated over a period of time. This might be physically or emotionally and is often motivated by a prejudice against particular groups. This might be on the grounds of race, religion, culture, gender, homophobia, special educational needs or disability or because a child is adopted. The victims of bullying often find it difficult to defend themselves, they feel powerless.

Bullying behaviour can be:
- Physical: Hurting others by any form of physical contact e.g. hitting, kicking, pushing.
- Verbal: Name calling, teasing and insulting another.
- Indirect: Spreading malicious rumours.
- Emotional Threats and Extortion. Being unfriendly and excluding others from social activities. Humiliating others.
- Interference with personal property: Hiding, damaging and taking belongings without permission.
- Racial Harassment: Verbal abuse by name calling, racist jokes. Refusing to co-operate in work or play activities with someone from a different race.
- Cultural, Religious, Sexual/sexist, Homophobic Harassment
- Academic in nature – if special needs children or others are singled out
- Disability discrimination
- Cyber bullying: Malicious use of social websites, mobile phone use and text messaging, photographs and e-mail

Signs of Bullying

Families are often the first to detect signs that their child is being bullied or is bullying others.

Changes in behaviour can indicate a problem. Common symptoms of being bullied include headaches, stomach aches, anxiety, irritability, lack of concentration, low self-esteem, depression wetting, reluctance to go out to play, reluctance to participate in activities. Bullying can cause serious psychological damage and even, in extreme cases, suicide.

Victims of bullying may be reluctant to come to school.

Any child can become a victim of bullying, though certain factors can make bullying more likely:

- Lacking friends.
- Being shy.
- Being from a different racial or ethnic group.
- Being different in some respect e.g. having special needs either physically or academically, being different in appearance e.g. small for age, parent/guardians being viewed as different.
- Behaving inappropriately.
- Possessing expensive accessories.
- Lack of expensive accessories.
- Poor personal hygiene.

The school takes this matter very seriously. Physical or emotional bullying can lead to psychological damage to the victim.

School Strategies

- Pupils are given information about bullying through the PSHCE programme:
    - What is bullying?
    - How do I deal with bullying?
- Pupils discuss issues associated with bullying during PSHCE lessons.
    - Bullying behaviour is unacceptable not the person perpetrating it.
    - Pupils are encouraged to support victims of bullying.
    - Circle time and drama scenarios raise awareness and possible action.
- Pupils are given information about the school's bullying policy, which is reinforced in assemblies and at other times by class teachers:
    - Bullying will not be tolerated.
    - Pupils must tell someone about incidents of bullying.
    - Action which will be taken in cases of bullying.
- Assemblies, projects, drama, stories, literature, historical and current events are used to highlight the anti-bullying policy.
- Statements about the school's position on bullying are clearly displayed around the school / in classrooms.
- Pupils are encouraged to confide in someone they trust.
- Designated teachers and lunchtime supervisors are trained to help pupils who are being bullied.
- Parents/guardians are given information regarding the school anti-bullying policy.
- Pupils are listened to.

- Outdoor play areas provide opportunities for play and quieter activities.

- Key areas of the school are well-supervised.

- The buddy system supports younger pupils during play times and those who do not mix easily with peers.

- A record book is used to detail incidents that occur at break times in order that the supervisory staff can pass on information to staff. This is checked regularly by appropriate senior staff.

- Classroom seating is organised by staff to ensure children are not isolated.

- Co-operative group work is incorporated into class lessons.

- Links with outside agencies e.g. community police.

- Raising staff awareness through training and taking appropriate action based upon reported incidents to reduce future difficulties.

- The PSHCE Programme will include education for children in the appropriate use of technologies with specific reference to cyber-bullying and online safety.

Our whole school approach includes a range of strategies adapted to suit particular incidents, including:

- Ensuring that the whole school understands what bullying means, including what a bully is, what a victim is and what a bystander is

- Making clear that a zero tolerance approach to bullying is in place in school

- Encouraging children to report incidents without feeling they are telling tales

- Incidents are taken seriously, investigated and if necessary, acted upon, with clearly defined procedures.

We use the following strategies to ensure a positive ethos in which children feel secure to report incidents of bullying immediately:

- A behaviour policy for pupils and staff setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom

- Whole school assemblies – to raise awareness of bullying issues and providing a whole school focus for anti-bullying activities

- Activities within the PSHCE programme specifically aimed at developing children's own strategies to deal with bullying type behaviour

- Providing a variety of activities/equipment for pupils to play with during school breaks.

King's St Alban's

Procedures for Staff

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the member of staff that has been approached will deal with the incident immediately.

- Staff will make sure the victim(s) is reassured and feels safe

- Staff will listen and speak to all children involved about the incident separately

- The problem will be identified and possible solutions suggested

- Staff will encourage a problem solving approach which will move children on from having to justify their behaviour – this may take the form of a group meeting to reconcile pupils

- Staff will reinforce the message that bullying behaviour is not tolerated at King's Hawford

- Appropriate action will be taken quickly to end the behaviour

- Sanctions deemed appropriate will be applied

- If possible, the pupils will be reconciled

- If necessary, support will be given to the bully (bullies) to help them understand and change his/ her behaviour

- A member of the Senior Leadership Team will be informed of the incident and the action taken.

- In a case of bullying, the incident will be recorded in the school record book. This book will be examined and evaluated over time to judge the effectiveness of the anti-bullying policy and to spot trends or patterns of abuse

- In serious cases, parents/guardians will be informed and will be invited to come in and discuss the problem

- After the incident has been investigated and dealt with, each case will be monitored to ensure a successful outcome

- The Head will be informed of all incidents, if not already involved.

Strategies in Early Years

- Circle Times.
- Role modelling appropriate behaviour.
- Puppets.
- Whole year group discussions (e.g. Reception)
- Recognition of individual needs and addressing same.
- Use of resources (e.g. Naughty Stories Oxford Reading Trees books).
- Small group sizes with close pastoral support. Use of key workers in kindergarten.
- Exploring emotions in shared time.
- Golden Rules. Visual prompts ensure whole class is participating and upholding values and Golden Rules.

- Appropriate and early intervention.
- Record keeping. Daily diary records updated by all staff. Logging in individual child records.

If bullying is seen or reported, the member of staff should follow the established procedures, outlined below:

- Cases of bullying or suspected bullying that are observed in class or around the school must always be taken seriously. Any occurrence, which cannot be simply dealt with, should be discussed immediately with the relevant Form Teacher.

- The Form Teachers involved will liaise and decide on appropriate action. These discussions will normally involve the member of staff who originally reported the incident; if this is not the case, the Form Teacher will report back to the member of staff who reported the incident.

- All incidents of bullying must be reported on CPOMs. CPOMs reports are reviewed formally and weekly by SLT.

- The Head or Deputy will be notified of any serious case of bullying or of any ongoing situation. In serious cases, the Head, or Deputy will, in consultation with others, take the final decision about how the matter is to be dealt with and resolved and as per the Behaviour Management policy.

- A bullying log is kept and reviewed by SLT each week.