



GREENWOOD ACADEMIES TRUST

Kingswood Secondary Academy

Anti-Bullying Policy

Date Approved	September 2024
Approved By	Gary Carlile
Date of next Review	August 2025
Policy Owner	Matthew Gamble
Version	4

Contents

Rationale.....	3
Policy Aims.....	3
Bullying and Child-on-Child abuse.....	3
Definitions.....	4
Immediate Consequences of Bullying.....	5
Myths about Bullying.....	6
Procedures for Reporting Bullying.....	7
Support for Victims of Bullying.....	8
Disciplinary Action.....	8
Whole School Approach.....	9
Monitoring, Evaluating and Review.....	9
Appendix 1 – Cyberbullying.....	10
Appendix 2 – Anti-Bullying Flow Chart.....	13

Rationale

At Kingswood Secondary Academy we aim to create a calm, caring and safe environment in which all students and staff feel able to thrive, make excellent progress and succeed in achieving their full potential. At Kingswood we believe that everyone learns by example and that teachers, parents and students have a shared responsibility in setting a good example as well as ensuring that the rules are followed.

Policy Aims

The aims of the policy are:

- To make clear what constitutes bullying, what can be done to prevent it and how incidents should be dealt with; including the support for victims of bullying and the support we provide for perpetrators of bullying
- To create a safe, inclusive and calm environment where all staff, students, parents and visitors are able to thrive free from any harassment or bullying
- To create an environment where students can grow and become mature, self-disciplined, hardworking and able to accept responsibility for their own actions.

Staff at Kingswood Secondary Academy will ensure the school is a safe, calm and productive environment, where all staff and students feel supported, and that their work is valued.

Bullying and Child-on-Child abuse

We deal with bullying immediately and we operate a zero tolerance of it. Where bullying has been found to take place, we will suspend the perpetrator and provide support to the victim through counselling. Where appropriate, we implement restorative approaches to rebuild positive relationships and at all times, keep the families of the victim and perpetrator informed of our actions and next steps. Although there is no legal definition of bullying, but we have adopted Bullying UK's definition:

"Bullying is repeated behaviour which is intended to hurt someone either emotionally or physically." We are also clear that bullying is not:

- One-off occasions of being left out, people not getting along or meanness
- A random act that made you scared or hurt
- Falling out, arguing or fighting with people, when both sides are to blame

Even though these are not bullying, these are still not acceptable behaviour and will still be dealt with. They may still constitute child-on-child abuse.

If bullying does occur, all students should be able to inform and understand that incidents will be dealt with promptly and effectively. We aim to be the type of school where anyone who knows that bullying is happening is expected to speak out and tell the staff.

Definitions

Bullying is repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological, and can happen face-to-face or online.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a long period of time.

We use the acronym STOP when investigating allegations of bullying. This means *Several Times On Purpose* with the intention of causing physical or emotional distress.

It is recognised that bullying, if left unaddressed, can have a devastating impact on individuals; it can create a barrier to learning and have detrimental consequences for mental wellbeing. All students are provided with a variety of opportunities to be educated on anti-bullying through assemblies, tutor time projects and sections of the curriculum.

Bullying can take place both within the school environment and outside school supervision, and can include:

- **Physical**
 - pushing, kicking, hitting, pinching or any use of violence
- **Verbal**
 - name-calling, sarcasm, spreading rumours, teasing
- **Emotional**
 - including, tormenting (i.e. hiding books, threatening gestures), being unfriendly, racial taunts, graffiti, related to Special Educational Needs or disabilities
- **Sexual**
 - unwanted physical contact or abusive comments
- **Homophobic**
 - bullying motivated by a prejudice against lesbian gay or bisexual people
- **Online/Cyber**
 - use of Information and Communication Technology (ICT), particularly mobile phones and internet, email or social networking sites, text messaging & photographs, deliberately to upset someone else. For more information on Cyberbullying, please refer to Appendix
- **Protected Characteristics within the 2010 Act**
 - refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their age, disability, race, religion, sex, sexual orientation or gender preference or reassignment.

Additional Sources for definitions

'A young person is being bullied, or picked on, when another young person or group of young people say nasty things to him or her. It is also bullying when a young person is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them and things like that. These things can happen frequently and it is difficult for the young person being bullied to defend himself or herself. It is also bullying when a young person is teased repeatedly in a nasty way.' 'But it is not bullying when two children or young people of about the same strength have the odd fight or quarrel'.

(DFE Sheffield Bullying Project)

'Bullying is not simply boys being boys or part of growing up - it encompasses a range of behaviours that can be either physical, verbal or psychological in nature, that cause untold distress to the victim resulting in loss of confidence, low self-esteem, truancy, absenteeism, illness, suicide and even murder.'

(Harassment and Bullying in Schools, Celestine Keise)

'Bullying is a form of aggression which is social in its nature. Powerful dominate the powerless; repetition of attack; it may be physical, psychological, social or verbal in character. Bullying is a form of peer abuse and thrives on a bed of secrecy.'

(Besag)

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'

(Anti-Bullying Alliance)

Immediate Consequences of Bullying

When bullying occurs, there are usually immediate consequences for both the victim and the perpetrator. The seriousness of bullying can cause psychological damage that could, in extreme circumstances, lead to suicide.

The victim may:

- Lose confidence
- Have their self-esteem diminished
- Become withdrawn and/or nervous
- Be unable to concentrate
- Begin to do badly in their academic work or become truant
- Develop school phobia or other mental health difficulties, and even attempt suicide

The perpetrator:

- May learn that using aggression / violence is a successful strategy for getting what you want
- Realise that they can 'get away with' violent and cruel behaviour and school discipline may be eroded
- Become divisive as a dominant group coalesces around bully - those not in the main group are left out and ignored
- Become more disruptive - perhaps eventually testing members of staff to see how far they can push them
- Suffer as their problems may be masked by aggressive behaviour and go untreated

Myths about Bullying

"I was bullied at school and it didn't do me any harm"

This is often said quite aggressively as if the person is trying to convince him/herself that they are unaffected. The person may still be ashamed of the fact that they were unable to deal with the bullying themselves. They may never have faced up to what was done to them and how it affected them.

"Bullying is just a normal part of growing-up"

It doesn't have to be. To say to children or teenagers that they should suffer bullying and that it is okay and normal is totally unacceptable. Some targets remain so for a long time or even become bullies and perpetuate the problem. If we feed the myth, telling them, overtly or by messages or acceptance, that bullying is normal then we fail children. It is possible to create an environment in which bullying is not tolerated and in which aggression and violence are viewed as negative and wholly inappropriate types of behaviour.

"It's character-building"

Why does a child have to be tormented to the edge of despair in order to have their character 'built'? Character-destructive might be a more apt description. You can build a child's character far more successfully by using positive role-models and by encouraging responsible, kind and helpful behaviour.

"It'll make a man of him"

This translates as 'You only become a man when you have suffered all sort of beatings / thefts / taunting in silence'. Why should a child be forced to suffer agonies in silence in order to become some sort of silent Clint Eastwood hero?

"There was bullying when I was at school but it didn't hurt anyone"

A comment actually made by a very hectoring and aggressive politician who had never recognised that he himself was a tremendous bully. He was oblivious to any suffering he might have caused people along the way.

"Sticks and stones can break your bones but names can never hurt you"

Anyone who believes this has never seen children reduced to despair by taunts like "fatty", "four-eyes", "gay", "spaz".

"Only boys bully"

Boys may be more violent and more physical in their bullying than girls, but girls additionally may use ostracism, name-calling and cruel comments which can be even more destructive to the target in the long term than physical assault.

"Don't tell or you're a grass"

This myth is one of the most persuasive. Bullying thrives in a climate of secrecy and fear. Unfortunately, for some children, telling has made the bullying worse. That is because the situation has been badly handled and the bully learns that not only are there no consequences to his or her actions, but that bullying is more or less condoned. Targets of bullying must be encouraged to tell and to see that telling works. Children and young people are frightened that telling will make it worse. But not telling strengthens the bully's hand and makes him or her feel that they can continue bullying. Telling makes the problem public. The bully's greatest shield is anonymity.

Procedures for Reporting Bullying

See Appendix 2 for the anti-bullying procedural flowchart.

To be able to effectively tackle and prevent bullying, it is imperative that students report incidents of bullying straight away. Students should report incidents of bullying by informing any adult within the Academy. The following steps may be taken when responding to incidents of bullying reported to the Academy:

- Bullying incidents reported to staff who communicate directly to the Head of Year who will then liaise with Deputy Principal (Pastoral)
- Bullying incidents will be recorded by staff on ClassCharts and CPOMs to enable patterns to be identified and communicated to the relevant Pastoral Leaders
- The identified students involved are interviewed and statements containing all information are gathered by the Pastoral Team and are then reviewed by the Deputy Principal (Pastoral)
- A clear and precise account of bullying incidents will be recorded by the Pastoral Team
- Parents/carers of all identified students are informed
- The bullying behaviour and threats of bullying must immediately stop
- The perpetrators will offer an apology and whenever possible, the students will be reconciled through Restorative Justice practices
- In serious cases, suspension or permanent exclusion will be considered
- If necessary and appropriate, police will be consulted
- The Pastoral Team will provide intervention to support all the students involved – both the victim and, where appropriate, the perpetrator(s)
- If necessary, the perpetrators will be referred for additional support either through the Academies own Behaviour Support team (Shine) or through external agencies
- The relevant Pastoral Leader will liaise with the families of both the victim and perpetrator(s) after two weeks and four weeks to ensure that there has been no reprisals or repercussions
- An attempt will be made to help the bully/bullies (perpetrators) change their behaviour. If the behaviour is repeated, the sanction escalates after each incident and in line with the Behaviour policy
- The Deputy Principal (Pastoral) will maintain overall responsibility for ensuring that the procedures are followed in a timely fashion and will liaise with Principal on a regular basis to keep them updated on the progress of reported incidents.

Our Behaviour Standards Document details the sanctions that could be set for bullying or child-on-child abuse.

If a student feels like bullying or child-on-child abuse is taking place, they should tell a member of staff as soon as possible. If a student feels that they are the victim of bullying, then they should report this immediately to their Head or Deputy Head of Year, or to a member of staff that they trust. Alternatively, they can report it at the following email address:

antibullying@kingswoodsecondaryacademy.org

Students are reminded not to be tempted to respond to any bullying or hit back because they could get hurt or get into trouble.

Support for Victims

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a school counsellor or Pastoral Leader of their choice
- Offering ongoing support through regular informal meetings or formal counselling sessions
- Restoring self-esteem and confidence through workshops delivered by the Shine Team
- Encouraging other close friends to look out and provide support
- Programme of support to restore relationship
- Communication sent out to staff to allow for ongoing support across the school day

Disciplinary Action and Support for the Perpetrator

As each incident of bullying is investigated and managed on an individual basis, below is an indication of the sanctions and support pathways that we follow. However, this will vary on a case-by-case basis according to staff knowledge of students and other circumstances.

- Parents will be informed at an appropriate stage during this procedure. This should be as soon as all of the facts of the issue have been determined in a clear and precise way
- Any students involved in the incident are talked to individually and notes taken. This will be done by the appropriate Pastoral Leader. The accounts will be reviewed by the Deputy Principal (Pastoral)
- Depending on the severity of the allegation an attempt will be made to reconcile those involved through Restorative Justice practices. If the matter cannot be resolved the Deputy Principal (Pastoral) will take over the investigation
- The student accused of bullying is given the chance to apologise and understand the impact their behaviour has had. Depending on the severity of the incident sanctions may be imposed in line with our consequence ladder as explained in our Behaviour Standards documentation
- If the bullying is repeated, then further sanctions will be imposed and parents informed and met with by the Deputy Principal (Pastoral)
- If there is still no improvement, then the Deputy Principal (pastoral) will liaise directly with the Principal to determine the consequences / sanctions
- Through the investigatory process, we will also seek to find out if there are any underlying reasons or issues that may have caused the perpetrator to act in such a manner. Should issues be found, then we will put in place appropriate support (in conjunction with the perpetrator and their family) so as they are better equipped to make positive behavioural choices in the future.

The use of sanctions are there so that they can be used as effectively as possible against the individuals involved. We only share the sanctions with parents of the perpetrator, not victim.

The following disciplinary steps can be taken (see Behaviour Standards documentation for levels of sanctions).

- Official warnings to cease negative behaviour
- Regular meeting with the Head of Year and /or the Deputy Principal (Pastoral)
- Behavioural Detention
- Monitoring reports
- Exclusion from certain areas of school premises or activities so as to avoid contact with the victims
- Internal isolation with Head of Year or Deputy Head of Year
- Suspension
- Permanent exclusion

Whole School Approach

The school will encourage positive behaviour through:

- Within the Personal Development Curriculum, the Academy will proactively raise awareness of the nature of bullying through inclusion during Form Time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour
- Staff, whether on duty or not should be vigilant at all times.
- Students have the responsibility to liaise with staff about incidents that may be occurring in places that staff may not see during the normal course of their work
- All students are encouraged to speak out when they witness or are party to bullying behaviour, by speaking to any staff member
- All sanctions will be within the parameters of the Behaviour Standards
- A yearly focus on addressing and trying to eradicate bullying during Anti-Bullying Week.

Monitoring, Evaluation and Review

- Students who continue to give cause for concern will be monitored by the Pastoral Leaders' Group in bi-weekly staff meetings
- We attempt to resolve such issues internally under the Academy's own disciplinary procedures, unless the matter is of such gravity that external agencies need to be involved
- The school may suspend or exclude a student, temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level
- School surveys will anonymously record student's views on bullying within the Academy.

Appendix 1 – Cyber Bullying

At Kingswood Secondary Academy, we believe that everyone in our community has the right to teach and learn in a supportive, caring and safe environment without fear of being bullied. We believe that every individual in school has a duty to report an incident of bullying whether it happens to themselves or to another person. Students should not have mobile phones in school, and if they do, they should be off and in their bags, and they must comply with the Acceptable ICT Use Policy.

If we find that a student's wellbeing is compromised by cyber-bullying which has taken place outside school, we will take the appropriate action to help that student in line with our Anti-Bullying and Behaviour Policy. This may mean contacting other parents if we find their son or daughter is involved.

What is Cyber-bullying?

Cyber-bullying is the use of Information Communications Technology (ICT), particularly mobile phones and the Internet, deliberately to upset or intimidate someone else. Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.

There are many types of cyber-bullying. Although there may be some of which we are unaware, here are the more common.

- Text messages —that are threatening or cause discomfort
- Picture/video-clips via mobile phones - images sent to others to make the target feel threatened or embarrassed
- Mobile phone calls — silent calls or abusive messages; or stealing the target's phone and using it to harass others, to make them believe the target is responsible
- Emails — threatening or bullying emails, often sent using a pseudonym or somebody else's name
- Chatroom bullying — menacing or upsetting responses to children or young people when they are in web-based chatroom
- Instant messaging (IM) — unpleasant messages sent while children conduct real time conversations online using Instagram, Snapchat, WhatsApp or other similar apps
- Bullying via websites — use of defamatory blogs, vlogs, YouTube, personal websites and online personal "own web space".

Kingswood Secondary Academy Procedures

We take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. Kingswood is a Certified School through National Online Safety and using the information gained from regular CPD students are taught within Personal Development lessons how to:

- Understand how to use these technologies safely and know about the risks and consequences of misusing them.
- Know what to do if they or someone they know are being cyber-bullied.
- Appreciate the upset, distress and unhappiness that cyber-bullying causes.
- Report any problems with cyber-bullying to teachers or parents.

Kingswood Also provides support, information and guidance on the following for parents and families:

- E-communication standards and practices in schools, what to do if problems arise, and seminars delivered through National Online Safety for families
- Gives support for parents and students if cyber-bullying occurs by: assessing the harm caused, identifying those involved, taking steps to repair harm and to prevent recurrence
- Our clear disciplinary framework for dealing with any behavioural issues. Once the person responsible for cyber-bullying has been identified, the Academy will take steps to change their attitude and behaviour as well as ensuring access to any support that is needed.

Advice to pupils (whether at school or elsewhere) who are targets of cyber-bullying:

- Remember, bullying is never your fault. It can be stopped and it can usually be traced
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, call an advice line or contact the Academy via it's dedicated anti-bullying email address
- Try to keep calm. Don't retaliate or return the message. If you show that you are angry, it will only make the person bullying you more likely to continue
- Don't give out your personal details online – don't give out information about where you live, the school you go to, your email address etc. Your friends already know all of this
- Keep and save any bullying emails, text messages or images. Then these can be used as evidence
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.

There's plenty of online advice on how to react to cyberbullying.

- Text/video messaging
 - You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days
 - Don't reply to abusive or worrying text or video messages
 - Don't delete messages from cyberbullies. You don't have to read them, but you should keep them as evidence
 - Text harassment is a crime. If the calls are simply annoying, tell a teacher or parent. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.
- Phone calls
 - If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off. Once they realise they can't get you rattled, callers usually get bored and stop bothering you
 - Always tell someone else: a teacher or parent
 - Be careful to whom you give personal information such as your phone number
 - If you have a mobile phone, make sure you set it to lock down after 20 seconds of not being used – then others cannot use your phone to send messages
- Emails
 - Never reply to unpleasant or unwanted emails — the sender wants a response, so don't give them that satisfaction
 - Keep the emails as evidence. Tell an adult about them
 - Ask an adult to contact the sender's Internet Service Provider (ISP)
 - Never reply to someone you don't know, even if there's an option to 'unsubscribe'. Replying simply confirms your email address as a real one.

- Web bullying
 - If the bullying is on a website tell a teacher or parent, just as you would if the bullying were face-to-face – even if you don't actually know the bully's identity. Serious bullying should be reported to the police - for example any threats. Your parent or teacher will help you do this.
- Chat rooms and instant messaging
 - Never give out your name, address, phone number, school name or password online
 - It's a good idea to use a nickname
 - Don't give out photos of yourself
 - Don't accept emails or open files from people you don't know. Remember it might not just be people your own age in a chat room
 - Stick to public areas in chat rooms and get out if you feel uncomfortable
 - Tell your parents or a teacher if you feel uncomfortable or worried about anything that happens in a chat room
 - Think carefully about what you write; don't leave yourself open to bullying
 - Don't ever give out passwords to your mobile or email account.

Three steps to stay out of harm's way:

1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords
2. If someone insults you online or by phone, stay calm – and ignore them
3. 'Do as you would be done by.' Think how you would feel if you were bullied. You're responsible for your own behaviour – make sure you don't distress other people or cause them to be bullied by someone else.

Useful Websites:

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/onlinebullying/>

<http://www.bullying.co.uk/cyberbullying/>

<https://www.internetmatters.org/issues/cyberbullying/>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-andcyberbullying/>

<https://www.kidscape.org.uk/advice/cyber-bullying/>

<https://www.relate.org.uk/relationship-help/help-family-life-and-parenting/parentingteenagers/school-and-work/cyberbullying-and-trolling>

Appendix 2 – Anti-Bullying Flowchart

Kingswood Secondary Academy Anti-Bullying Flow Chart

- This document is for quick reference only
- Please refer to the Kingswood Anti-Bullying Policy for more detail

