



Cabot
Learning
Federation

Anti-Bullying Policy: King's Oak Academy

Version: 2 January 2022

Anti-Bullying Policy

Creation Date	19 September 2016
Implementation Date	13 October 2021
Review Frequency	Annually
Last Reviewed	13 October 2021
Approval	Full Academy Council
DfE Status	

History of most recent policy changes

Date	Page	Change	Origin of Change (e.g. TU request, Change in legislation)	Actioned By
19/09/2016	Whole Document	Creation of new policy following review of existing policies.		
11/2017	Whole Document	No change	Annual	
10/2018	Whole Document	No change	Annual	
09/2019		Pages 4 and 5 Prevention Removal of Vertical Tutoring Monitoring Change to point 1 – SIMS to CPOMS	Academy change to horizontal tutoring. All bullying incidents and their related actions are now recorded in CPOMS.	
23/11/2020	Whole document	Document review for all through	Annual review	Andrew Marshall-Aherne Assistant Principal

10/01/2022	Whole Document [to be fully reviewed and adopted at the next Academy Council Meeting in February 2022.	Full policy revision following all-through managing change	Introduction of all-through structure	K Ogden Principal
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There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Equality Act 2010
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.
- Prevent Duty guidance for England and Wales, April 2021
DFE Sexual Violence and Sexual Harassment between children in schools and colleges

Links to Other Policies

This Policy has been written as guidance for staff, parents or carers and young people should be taken in conjunction with the following King's Oak Academy policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safeguarding Policy
- Exclusions Policy
- Charging and Remissions Policy

Aims of this Policy

King's Oak Academy is founded on two core purposes, Work Hard and Be Kind, which allow our students to achieve excellent outcomes in a caring and stimulating learning community.

The aim of this policy is to ensure that:

- All members of the school community are able to learn in a safe, secure and highly inclusive environment and have a shared responsibility for creating and maintaining acceptable behaviour.
- All students and academy staff show respect for one another as learners and members of the school community and are encouraged to work hard and be kind.
- All students follow clear consistent high expectations and boundaries, meaning that learning is built on trust and respect.
- All sanctions are applied consistently for unacceptable behaviour, including bullying and violence.
- All members of the school community are listened to and responded to.
- Parents/Carers are able to support teachers and students to promote positive learning behaviours in the both in the academy and the local community.

Introduction

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. Bullying can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood. At King's Oak Academy we are committed to creating a safe, purposeful, calm and reflective learning environment in which all students flourish in both phases and reach their full potential equipped with skills for life, and so, bullying of any kind is unacceptable.

Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our academy and will not be tolerated. All pupils should feel able to tell and know that when bullying behaviour is brought to our attention, prompt and effective action will be taken. Anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

What Is Bullying?

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying" (Torfaen definition 2008)

Bullying may be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted, fostered or has caring responsibilities. It may be motivated by actual differences between children or perceived differences.

Bullying generally takes one of four forms:

- Indirect - being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
- Physical - pushing, kicking, hitting, punching, slapping or any form of violence
- Verbal - name-calling, teasing, threats, sarcasm

- Cyber - Mobile threats by text messaging and calls and all areas of internet misuse such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging

Bullying is not:

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the Academy. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Students must be encouraged to report bullying at the Academy.

The Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the Academy policy.

Signs and Symptoms

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- uses excuses to miss school (headache, stomach ache etc.)
- begins to suffer academically
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)

- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

Roles and Responsibilities

Academy Council

Academy Councillors support the Senior Leadership Team in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Academy Council does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The policy will be reviewed by the Academy Council at least bi-annually

Principal

It is the responsibility of the Principal to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Principal:

- reports to Academy Councillors about the effectiveness of the anti-bullying policy on request.
- ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Teacher and Non Teaching Staff

Staff in our academy take all forms of bullying seriously and intervene to prevent incidents from taking place. They use CPOMS to keep records of all incidents that happen in their class and that they are aware of in the school. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head of Year or Head of School, the teacher informs the child's parents. If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the

bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.

If a child is repeatedly involved in bullying other children, we inform the Head of School and Designated Safeguarding Leader. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head of School or Designated Safeguarding Lead may contact external support agencies such as the social services.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Parent/Carer

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Anti-Bullying Education in the Curriculum

King's Oak Academy will raise the awareness of the anti-social nature of bullying through a PSHE programme, assemblies, the school council, use of tutorial/form time and in the national curriculum programmes of study as appropriate in an attempt to eradicate such behaviour as well as to ensure that it is socially accepted and expected that bullying will not be tolerated.

The Heads of School and Leader of Health are responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the KOA PSHE curriculum.

Subject Leaders are responsible for introducing anti-bullying material in their programmes of study as appropriate.

Prevention

We have put in place a number of practices and systems to help to minimise incidences of bullying.

These include:

- Access to Heads of Year (Early Years and Y7-11), Heads of School (Senior Leaders), DSLO and Deputy DSLO who are able to respond in a timely way to any bullying incidents
- Restorative approaches to conflict.
- PSHE lessons addressing aspects of bullying and mutually respectful friendships in EYFS through to year 11
- Positive reinforcement of appropriate behaviours through a Rights and Responsibilities approach
- Assemblies with stories about bullying and friendships

- Making up role-plays [or using KIDSCAPE role-plays]
- Working closely with the local Police team to resolve friendship difficulties/incidents of bullying

Procedures

- Any incident of bullying should be reported to a member of staff. This member of staff will then inform the relevant Head of Year who will investigate.
- Depending on the extent of the bullying, there are a number of outcomes:
- If appropriate, there will be a restorative meeting between the bully(s) and victim(s).
- Parents/carers may be informed and asked to come to discuss the issue.
- The bully will be asked to reflect on their behaviour and its impact – often in reflection time.
- Depending on the severity of the bullying, additional sanctions may be applied (in line with the academy behaviour policy).
- After the incident has been investigated and dealt with, each case will be monitored by the Head of Year to ensure repeated bullying does not take place.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. Where this is the case, the incident should be referred to the Senior Designated Person for Child Protection.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassment, threatening behaviour or some communications could be a criminal offence. If it is felt that an offence may have been committed, the incident must be referred to SLT who will seek assistance from the police.

Next Steps

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassurance by staff;
- offer of continuous support
- restoration of self-esteem and confidence

Students who have bullied will be helped by:

- discussing what happened;
- discovering why the student became involved;
- establishing the wrong-doing and need to change;
- informing parents or guardians to help change the attitude of the student.

The following disciplinary steps can be taken:

- official warnings to cease offending;
- detention;
- exclusion from certain areas of Academy premises;

- fixed-term exclusion;
- FTERP, Immersion or Managed Move to an alternative academy
- permanent exclusion.

Monitoring

- All bullying incidents and their related actions are logged on CPOMS and Heads of Year/School monitor each case to ensure repeated bullying does not take place.
- The Heads of Year/School also keep an overview of bullying incidents and use this to monitor the effectiveness of this policy and our anti-bullying practice.
- Regular student voice is sought on the extent to which students feel safe and as to effectiveness of our anti-bullying procedures.

Monitoring, evaluation and review

This policy will be promoted and implemented throughout the Academy. This policy is monitored on a day-to-day basis by the Principal who delegates responsibility to the senior leadership team and Designated Safeguarding Lead, who report to Academy Councillors about the effectiveness of the policy on request.

The policy will be reviewed by the Academy Council at least bi-annually.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment

HELP ORGANISATIONS:

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net