



## King James's School Federation

### POLICY STATEMENT

# Anti-Bullying Policy

Policies last reviewed (date)	January 2025
Ratified by Governors (date)	January 2025
Next policy review due (date)	January 2028
Due for review by Governors (date)	January 2028
Staff Lead	Deputy Head

#### MISSION STATEMENT:

This policy will support the school by being reflective of the Governors' direction and School's development plan. It will be used in an efficient and effective manner by outlining the measures required to encourage good behaviour and prevent all forms of bullying amongst pupils.

#### Significant revisions since the last review:

Amendments to Section 6: roles and responsibilities.

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### Section 1: Rational

All our students have the right to learn in a supportive, caring and safe environment where they feel safe from threat, discrimination, bullying, harassment and victimisation.

It is important that students, parents/carers and staff have ownership of and understand our Anti-bullying policy and that they are all confident that any bullying complaints will be dealt promptly and effectively.

This policy outlines 'measures to encourage good behaviour and prevent all forms of bullying amongst pupils' (Education and Inspections Act 2006) and takes into consideration the Equality Act 2010, North Yorkshire County Council Anti-bullying guidance for schools, 2016-2018 and the Department for Education's Preventing and tackling bullying advice for headteachers, staff and governing bodies, July 2017. It incorporates advice from the National Anti-Bullying Alliance. This policy should be read in conjunction with and links to related policies such as our behaviour, safeguarding, assemblies, and e-safety policies.

### Section 2: Definitions

Bullying is behaviour by an individual or group which:

- Intentionally causes hurt (either physical and/or emotional);
- Is repeated over time;
- Involves an imbalance of power (the person on the receiving end feels like they cannot defend themselves);
- Can take place between children/young people, between adults, between adults and children/young people;
- Can be physical, verbal or psychological. It can happen face to face or online.

Types of bullying:

Direct

- Physical- attack, hitting, kicking, pinching, taking possessions etc;
- Verbal- name calling, teasing, threats, spreading malicious stories etc;
- Non-Verbal- ignoring, isolating or leaving out, intimidating behaviour, offensive gestures, facial expressions etc.

#### Indirect

- Cyber bullying- When someone uses technology to bully others ('virtual bullying') examples include text messages, pictures/video clips, phone calls, email, instant messaging, chat rooms, social networking and gaming sites etc.

#### Prejudice or identity-driven bullying or harassment- (can be motivated by actual or perceived differences)

- Disability/Special Educational Needs.
- Gender and Gender identity- sexism and transphobia.
- Race, religion or belief.
- Sexual Orientation- homophobia and biphobia.
- Because a child is adopted, in care or has caring responsibilities.

#### Hate crime:

A hate crime or hate related incident is any incident which the victim, or anyone else, thinks was motivated by prejudice or hatred of race, religion or belief, sexual orientation, transgender identity, disability or special educational need.

## **Section 3: Strategies to Prevent Bullying**

We are proactive and use strategies to prevent bullying. We foster a tolerant, friendly and purposeful atmosphere in which bullying is less likely to occur. Adults in school model positive behaviour and reinforce strong anti-bullying messages in the standards they set in their relationships with children and other adults, as well as in their expectations of the good behaviour of pupils. Our ethos encourages and promotes a culture where all students, parents/carers and staff have polite, civilised relationships and treat each other with respect thus enhancing emotional health and wellbeing. We encourage all members of our community to feel safe, supported and empowered.

Our transparent systems (with appropriate confidentiality) for reporting incidents of bullying mean that students and parents/carers know who to turn to and are confident that their concerns will be taken seriously and acted upon. Bullying concerns are reported in the first instance to the appropriate Pastoral Officer for the student's year group.

We ensure bullying is effectively addressed in policies, strategies, procedures and practices. Strategies to prevent bullying are embedded in quality first teaching. We challenge negative comments and 'put downs' about individuals or groups. We challenge 'banter' and the use of offensive language even amongst friends as this can still be hurtful and can create an atmosphere where negative behaviours escalate and are not reported.

We use assemblies, form time activities, events, displays around school, PSHCE lessons and the wider curriculum to:

- Provide regular awareness raising opportunities to communicate anti-bullying messages, policy and practice and celebrate the success of anti-bullying work;
- Provide opportunities to promote equality and to acknowledge and celebrate diversity and promote community cohesion;
- Focus on specific types and/or methods of bullying e.g. identity based bullying and cyberbullying;
- Raise awareness that bullying is unacceptable and cultivate a sense of responsibility to tackle it and develop the skills to support peers and respond to bullying either as a bystander or target;
- Develop social and emotional skills;
- Raise awareness of cyberbullying and promote the safe and responsible use of modern technologies and effective e-safety practice.

We are committed that through shared responsibility and partnership working with parents and agencies we will support and respond appropriately to bullying incidents that happen inside and outside school.

Our staff duty rotas ensure that there are appropriate levels of adult supervision and CCTV coverage so that students feel safe around site and can be confident that bullying behaviour will be seen and acted upon at all times. This helps us to identify potential 'hotspot' times and locations so we can intervene. We ensure the physical environment is attractive and safe and that offensive graffiti is immediately removed.

We provide supervised activities to engage learners at break and lunch time such as extra curricular activities and access to the Library and quiet areas for vulnerable groups such as the Quad and Learning Support.

Students are encouraged to speak to a trusted adult to report bullying incidents if they do not feel able to tell someone face to face they can report using our 'Confide in us' link on the website which is monitored by key members of the pastoral team and the Designated Safeguarding Lead so the appropriate staff member can help.

## **Section 4: Procedures for Responding and Intervention**

Staff are regularly trained to be active in observing and recognising forms and patterns of potential bullying behaviour/incidents and the indicators that a student may be a target of bullying and how they should respond if they witness potential bullying behaviour/incident.

Staff and students are fully aware of the appropriate rewards to encourage positive behaviour choices and the thresholds, appropriate responses and possible consequences of bullying behaviour as described in the school Behaviour Policy.

We take all cases of reported bullying seriously and act upon them.

Interventions and support are provided to ensure students involved in alleged bullying incidents remain safe throughout all stages of investigation and resolution.

Students who are targets of bullying and those who demonstrate bullying behaviour are supported through thorough investigation, mediation, restorative conversations, effective communication with parents/carers, one to one or small group interventions and appropriate partnership work and referrals for specialist support through external agencies.

Students who demonstrate bullying behaviour have appropriate intervention to address their problematic behaviour in a fair and firm manner in line with the school's Behaviour Policy, providing support to enable them to understand and change their behaviour.

When appropriate we tackle cyber bullying by using the power to search for and, if necessary delete inappropriate images (or files) on electronic devices including mobile phones.

## **Section 5: Procedures for Reporting, Recording, Monitoring and Analysing Bullying Incidents**

To gather information about perceptions of bullying from learners, parents and staff we use regular parent, student and staff voice opportunities, surveys and the data from the Growing up in North Yorkshire Survey. We use School Council to consult with students and consult with focus groups of vulnerable learners. This data is provided to SLT and Governors along with the annual Pastoral Behaviour Report to help identify vulnerable pupils or groups and to identify priorities for action. Monthly pastoral updates are provided to the Safeguarding Governor, including bullying incident information.

Procedures for reporting concerns about bullying are shared with parents/carers and they are informed and engaged promptly when their child is involved in bullying. Advice and support is provided to parents/carers whose children are targets of bullying or responsible for bullying behaviour. We provide effective ongoing communication throughout the investigation or restoration. A follow up conversation should also occur to check that the matter is resolved.

All bullying incidents and allegations are taken seriously and investigated. If appropriate they are recorded on Bromcom as behaviour events which can be viewed by parents/carers on MCAS. Sensitive information will be recorded on CPOMS our secure online safeguarding system.

We work with parents to address any concerns with their child's behaviour, and support or challenge any possible influence within the home (for example, discriminatory attitudes, violence in the home) making appropriate referrals and working with external partners.

Parents/carers are made aware of the complaints procedure if they are not satisfied with the way their concern has been dealt with. They should contact their child's Learning Manager or Director of Key Stage in the first instance and if they are still not satisfied they should put a formal complaint in writing to the Headteacher or Governors. Any formal complaint is acted upon immediately and in line with LA protocols. If parents/carers require additional support to express their concerns we can help with a referral to agencies such as the Early Help Service.

We have formal systems for recording serious and persistent incidents of bullying and routine reporting to the LA any incident that meets the current reporting thresholds such as racist incidents and hate crime. If a crime has been committed we will report the incident and provide the necessary evidence to the police. If we have safeguarding concerns we will pass the appropriate information to Children's Services and/or the police.

If the incident involves a member of staff it is reported to the Designated Safeguarding Lead or Headteacher who would take advice from the Local Authority Designated Officer (LADO) if appropriate.

## **Section 6: Roles and Responsibilities**

Our anti-bullying policy is owned, understood and implemented by all our community. Specific roles and responsibilities are:

### Students

- Behave in a positive, respectful way and do not bully others.
- If you are the target of bullying behaviour or witness bullying behaviour always report it to a trusted adult in school or use the 'confide in us' form on the school website.
- Trust that we will listen to and investigate your concerns in a measured and appropriate way.
- Provide immediate support to peers if they are being a target of bullying whenever appropriate.

- Follow the advice given by staff in school to avoid situations where you may be vulnerable to bullying behaviour.
- Engage with any interventions and support provided.
- When safe, challenge the bullying behaviour of peers.

#### Parents/Carers

- Be vigilant about any unusual behaviour in your children. For example reluctance to attend school, claiming to feel ill, not completing work to their usual standard. Take an active interest in your child's education so they can tell you if they have any concerns.
- If you feel your child may be a target of bullying behaviour inform the school immediately by contacting your child's Form Tutor or Pastoral Officer.
- Trust that we will take your concern seriously, investigate fully and that appropriate action will follow.
- Reassure your child that it is not their fault and that school will support them and address your concerns, advise them not to fight back or retaliate as this can often make matters worse;
- Understand that your child may be responsible for bullying behaviour and support the school in helping them address their behaviour and access appropriate support.

#### Year Managers and Associate Assistant Heads

- Communicate effectively with students and parents throughout the process and provide systematic follow up to check outcomes are still satisfactory.
- Investigate concerns thoroughly and as quickly as possible.
- Keep accurate records on internal systems, Bromcom and CPOMS.
- Support with interventions, restorative conversations and resolution.
- Apply appropriate sanctions, fairly, consistently and reasonably following the school Behaviour Policy. Take into account any SEND and needs of vulnerable pupils and make appropriate reasonable adjustments.
- Support students and parents with referrals to external agencies for intervention, help and support;
- Seek advice and support from the appropriate Director of Key Stage or Designated Safeguarding Lead.

#### Designated Safeguarding Lead, Assistant Head (Behaviour)

- Provide strategic anti-bullying lead co-ordinating the whole school response, leading on policy development and evaluation.
- Refer any safeguarding concerns to the relevant agencies and report to the police and LA when appropriate.
- Report regularly to the SLT and Governors.

#### Deputy Head, Headteacher and Governors

- Monitor the effectiveness of policy into practice and ensure we monitor, review and evaluate policy regularly.
- Use the data in the annual safeguarding report, annual pastoral report and regular safeguarding updates to quality assure.
- Use quality assurance visits and parent, student and staff voice opportunities to quality assure anti-bullying practice and policy.

## **Section 7: Further Information and Support**

The Department for Education provide a document- Advice for parents and carers on cyberbullying Nov 2014. North Yorkshire County Council have an anti- bullying webpage for parents/carers for support [www.northyorks.gov.uk/school-bullying](http://www.northyorks.gov.uk/school-bullying) and a parental advice line on 01609 780780.

The following helplines are available:

- **ChildLine:** Free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. Call 0800 1111. [Childline.org.uk](https://www.childline.org.uk)
- **NSPCC** Professional counsellors available 24/7 for help advice and support 0808 800 5000. [NSPCC.org.uk](https://www.nspcc.org.uk)

**The following websites have lots of useful information, advice and support:**

#### Specialist organisations

[The Anti-Bullying Alliance \(ABA\)](#): Founded by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) and brings together over 100 organisations into one network.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it.

#### Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Intenet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online.

#### LGBT

[Barnardos](#): Offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services.

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities.

[Schools Out](#): Offers practical advice, resources and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Local information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

## Mental health

[MindEd](#): Provides a free online training tool for adults which provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association – guidance](#) on improving the teaching of mental health issues

## Race, religion and nationality

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

## Sexual harassment and sexual bullying

[Ending Violence Against Women and Girls \(EVAW\): A Guide for Schools](#). Sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.



[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.