

Bullying Prevention Policy

This policy covers all age groups within the school, including EYFS

Governors' Committee normally reviewing policy	Curriculum & Welfare
Date policy formally approved by Governors	September 2021
Period of review	1 year
Last review date	August 2026
Next review date	August 2027

Person responsible for monitoring implementation and effectiveness of the policy	Deputy Head Pastoral
Other relevant policies	Pastoral Policies Safeguarding Policies

Kingsley School Bideford is owned and operated by KSI Schools Group Limited, which is the School's Proprietary Body ("the Proprietor").

Any reference in this policy to the Governors or Governing Body means the School's local body of governors, which operates as a local advisory board on behalf of the Proprietor. The local governing body does not constitute the Proprietary Body of the School.

The Proprietor has ultimate responsibility for ensuring that the School meets its statutory and regulatory obligations and for ensuring that this policy is appropriate, effective and implemented in accordance with those requirements.

The Governors provide local oversight and scrutiny on behalf of the Proprietor and undertake appropriate review and monitoring to satisfy themselves that this policy is being implemented effectively. They advise and make recommendations to the Proprietor and the School's leadership as appropriate.

The core principle that guides everything we do is **Putting Students First**.

1. POLICY AIMS

At Kingsley School we aim for all of our students to achieve success and happiness through positive mental health and wellbeing. Kingsley School values and cares for everyone as a unique individual who will be encouraged to fulfil his or her true potential in our Community. All students are expected to contribute to school life in a helpful and positive way, to be a credit to themselves and to their family. We are committed to fostering a lasting sense of responsibility, respect, and consideration for others.

The aim of our bullying prevention policy is to clarify for students and staff that bullying is always unacceptable. We wish to maintain an environment where independence is celebrated and individuals can flourish without fear. Every student has the right to be safe and happy in school, and to be protected when they are feeling vulnerable. We aim to create an atmosphere of acceptance, openness and trust in which intimidation, bullying and/or teasing would find great difficulty in developing.

1. Every student at Kingsley School has the right to enjoy their learning and leisure time free from intimidation.
2. Our School Community does not tolerate unkind actions or remarks, even when these were not intended to hurt.
3. To stand by and do nothing, when someone else is being bullied, is to support bullying.
4. Students should support each other by reporting all instances of bullying to a member of staff or a responsible senior student.
5. Bullying will always be taken seriously.
6. A student who does not respond appropriately to advice or sanctions for bullying could ultimately have to leave Kingsley School.

2. DEFINITION OF BULLYING

'The 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. It can happen face-to-face or online.' (*Anti-bullying Alliance*)

There is a need for a definition of 'bullying' as not every incident/disagreement involving students is bullying.

Bullying is an emotive term used very frequently in the school situation. However, it is also much misused. Without a clear understanding and agreement on the use of the word it can lead to misunderstandings and disagreements. It is also important to continue to define bullying carefully even when bullying issues have already been identified and addressed. It is important to support children and young people who have been found to have committed acts of bullying as well as supporting those who have been subjected to bullying.

This does not mean that actions that do not come under these headings are any less important or hurtful. It means we should use different terms and possibly different strategies for dealing with them.

The element, which underpins all instances of bullying, is the desire of an individual or group of individuals to use their power, position, influence, strength or opportunity to cause upset to another individual or group of individuals. Examples of bullying include unkind words, visual or physical intimidation, emotional harm, threats, physical injury, locking inside rooms, interfering with belongings, and ostracising an individual. Everyone should understand the serious nature of bullying and the damage which may be caused, including physical and emotional.

There are different sorts of bullying, but the main types are:

1. Emotional - being unfriendly (consistently and inconsistently), excluding, tormenting
2. Physical - pushing, kicking, hitting, punching, taking or hiding belongings
3. Racist - racial taunts, graffiti
4. Sexual - unwanted use of physical contact or sexually abusive comments
5. Homophobic - because of or focussing on the issue of sexuality

6. Verbal - name-calling, sarcasm, rumour spreading, teasing
7. Cyber - use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group
8. Disablist - children with SEN/disabilities can be particularly vulnerable to any of 1 to 7 above
9. Adopted - name-calling, sarcasm, rumour spreading, teasing a student who is a carer, name-calling, sarcasm, teasing (often hidden behind the excuse of banter!)

It is the case that these things unfortunately can happen from time to time among youngsters who are testing the boundaries of what is socially tolerable. Sometimes a sharp reprimand is all that is needed. However, regular negative behaviour can become bullying after quite a short period of time.

The School will not tolerate any bullying.

3. IDENTIFICATION

Bullying Prevention is central to the school's ethos and values and as such is covered in the PSHE programme and also in various workshops, individual and tutor-led sessions wherever it is deemed to be necessary.

To facilitate the early identification of bullying the school system involves staff watchfulness and encouragement for students to talk open and in confidence about their fears and experiences. Identifying vulnerable children ahead of any bullying events is extremely useful and should be led by Heads of Year and raised in the weekly pastoral meetings with the Deputy Head Pastoral as appropriate.

Staff are briefed to be vigilant both in their classroom, during games and activities, and in their general movement about the school. Staff and duty teachers are aware of the high-risk areas of the school, e.g. basement area, rear of buildings, changing rooms and toilets. When any incident is observed, staff are expected to respond immediately themselves, and then refer the students involved to the Head of the Prep School, Head of Year, Assistant Head Pastoral, Deputy Head Pastoral or Head as appropriate. The Designated Safeguarding Lead (DSL) should always be informed of any bullying incidents and the incident recorded.

3.1 To Students

If you are being bullied or you know that someone else is, please tell a member of staff straight away. Not telling means the target will continue to suffer and the perpetrator will carry on, probably with others too. We all have a responsibility to make sure that bullying is not allowed to go unchallenged in our school. You can talk to any teacher, your tutor, your Head of Year, Head of Prep School, Deputy Head or Head to report your concerns. The School also has an independent listener to whom boarders can talk.

3.2 To Parents

If you think your child may be being bullied, or tells you that they are, please let either your child's class teacher/form tutor know straight away. Please reassure your child that we will deal with it sensitively but firmly. If your child tells you they are being bullied, or we discover that they are bullying others, we will contact you, usually through the Head of Year, to discuss together how the situation can be improved.

4. PROCEDURE

1. Report the occurrence to a member of staff or a Prefect without delay.
2. This report will be passed to the Head of Prep School, Head of Year, Assistant Head Pastoral, Deputy Head Pastoral or the Head.
3. By agreement amongst themselves investigations will be carried out by one of the above.

The purpose of the investigation will be twofold:

- a) To ascertain the nature and seriousness of the alleged incident(s).
- b) To support both the target and (alleged) perpetrator.

Any incident which could be a child protection concern when there is reason to believe that a child is suffering or likely to suffer significant harm should be treated as such and reported immediately. Relevant individuals, agencies and authorities must be informed such as the DSL, LADO, Police or Children's Social Care.

See Behaviour Policy for sanctions that may be used.

See Appendix 1 for the step-by-step staff guide to bullying response.

5. CYBER-BULLYING

The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to School feeling like an unsafe place. The School makes it clear to students that the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Cyberbullying can be defined as "*the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others*" (Belsey, <http://www.cyberbullying.org/>). It is an aggressive, intentional act often carried out repeatedly over time, and often against a victim who cannot easily defend themselves. The School acknowledges that cyberbullying often takes place outside the school day and off the School premises.

5.1 The Benefits of Technology

This information may make the Internet or mobile phones or email accounts all seem rather dangerous, but technology is morally neutral and can be a channel for comfort as well as threats. The phone line that carries a threatening text message may also carry information and advice to an anxious parent or a worried child. Whilst technology can be used to bully, the Internet can also be a sanctuary for the targets of bullying by masking their "differences" and allowing them to be part of communities beyond their local one.

5.2 The Problems

We are now faced with bullying by social media, mobile devices and ever developing forms of electronic and cyber technology; with the use of digital camera phones with mobile internet to intrude on the privacy of individuals and instantly publish; with sexting and the posting of offensive websites; the impersonating of individuals through AI, hijacking email or social media accounts; abusive and threatening behaviour in chat rooms, on discussion boards and through instant messaging. There are also reports of school reunion sites being used to slander ex-students and teachers alike.

5.3 Issues

Technology allows the user to bully anonymously or from an unknown location 24 hours a day, 7 days a week.

No place, not even a bedroom, provides sanctuary from the intrusion of a threatening text message or an abusive email.

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.

Young people are particularly adept at adapting to new technology, an area that can often seem a closed world to adults. The numerous acronyms used make it difficult for adults to recognise potential threats.

All users - staff, students and visitors - are required to sign the School's Acceptable Use of IT Policy regularly throughout the year. Kingsley School operates a zero tolerance approach to

Cyber-bullying and any incidents will be dealt with in the same way as bullying in the physical sense.

Students are also made aware of cyber-bullying in ICT lessons and through PSHE, assemblies and special calendared events like *Anti Bullying Week* or *Safer Internet Day*.

Students will be encouraged to talk to someone they trust if they feel they are being bullied in this way. The school will carry out a full investigation if the school network has been used and will do their utmost to investigate any incidents that happen outside of school hours between students enrolled at the school.

Students should be reminded that evidence will be needed and they should keep any bullying emails, text messages or images.

As appropriate, parents of both perpetrators and targets should be advised by the School of the incident and of the action taken.

Cyber-bullying and sexting by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Child-on-child abuse through “sexting” and/or “banter” is unacceptable and will be treated as such. Serious incidents may be managed in line with our child protection procedures and may be reported to the police via CEOP if appropriate.

5.4 Guidelines for all Parents

1. Your child should be encouraged to talk to someone they trust if they feel they are being bullied by email, text or online.
2. Serious bullying should be reported to the school - for example threats of a physical or sexual nature. In rare cases parents may also consider contacting the police
3. Keep and save any bullying mails, text messages or images.
4. If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
5. Contact the service provider to tell them about the bullying; they may be able to track the perpetrator down.
6. Use blocking software - you can block instant messages from certain people or use mail filters to block emails from specific email addresses.
7. You could change your child's mobile phone number and make sure they know only to give it out to people they trust.
8. Your child should not reply to bullying or threatening messages - it could make matters worse.
9. Remind your child not to give out personal details online.
10. Remind your child that they should not forward abusive texts or emails or images to anyone - they could be breaking the law just by forwarding them.
11. Remind your child not to give out passwords to their email or mobile account.
12. Remember that sending abusive or threatening messages is against the law.

6. Further Information for Staff

Staff should also read, in conjunction with this, “Bullying Prevention – Guide for Staff” and “Preventing and Tackling Bullying” DfE

See Appendix 1 for the step-by-step staff guide to bullying response.

See Appendix 2 for the procedural guide and record sheet.

K Venner

Deputy Head Pastoral

Appendix 1 – Step-by-Step Guide to Bullying Response

BULLYING PREVENTION POLICY
Step-by-Step Guide to Bullying Response (See also: Bullying Prevention: Staff Guide)

		WHAT DO I DO?
STEP 1	What is bullying? Bullying is repeated behaviour that makes people feel uncomfortable or threatened – even if it is not intended to. Bullying can involve; unkind words, nasty looks, threats, physical harm, locking in or out of rooms, interfering with belongings, or ostracising / social exclusion.	Read the Preventing Bullying Policy and also Bullying Prevention: Staff Guide. These documents offer a lot of support and information.
STEP 2	What do I do about it? Respond, challenge and immediately stop the behaviour you see. Make notes on what you saw and who was involved. If appropriate organise written statements from students and make it very clear to all involved that the situation is serious.	Report your actions to the HOY or Head of Prep School who will decide how to proceed. Make sure you pass on all notes and statements and record appropriately on CPOMS
STEP 3	What happens next? The HOY will report back to the DHP and a plan of action will be decided depending on the circumstances. The situation will be investigated and information gathered. The DHP/HoP might keep tutors or class teachers informed and involved and information will be collected ready for appropriate distribution. Parents will usually be contacted at this stage and any changes to lessons / seating plans etc. (even if temporary) might also be actioned.	Remain vigilant and continue to report back and record on CPOMS anything new or useful that might assist the investigation.
STEP 4	What is the result? Once a satisfactory investigation has been undertaken a decision will be made on the outcome. If bullying has been ruled out then the situation will be de-escalated and records kept or the process. If there has been bullying then parents (of both the perpetrator and of the target) will be informed and measures, sanctions or procedures will be put in place. This could include restorative conversations, counselling support, behavioural sanctions or any other measures deemed suitable by the DHP/HoP.	Remain vigilant and continue to report back any further issues.

Appendix 2 - Procedural Guide and Record Sheet.

For all incidents of alleged bullying, sexual harassment, racism and misogyny, please complete the form below:

SERIOUS ALLEGATION INVESTIGATION FORM
Procedural Guide and Record Sheet

Date:		
Staff member reporting:		
Students involved:	Target(s)	Perpetrator(s)
	Witness(es)	
Details:		
HOY /Head of Prep School informed:	Y / N	Date:
Form Tutor / Class Teacher informed:	Y / N	Date:
DSL informed:	Y / N	Date:
N		
ALL parents informed of investigation :	Y / N	Date:
Investigation result:	Substantiated Unsubstantiated Unfounded Malicious Accusation	
Outcome:		
ALL parents informed of outcome:	Y / N	Date:
Safeguarding file opened?	Y / N	
Other notes / considerations		