

Anti-Bullying Policy

Policy Statement

Cirencester Kingshill School is committed to ensuring that every member of our community has the right to learn and work in an emotionally and physically safe environment, free from intimidation. We consider bullying to be totally unacceptable. Our Behaviours Culture Policy sets out our expectations for encouraging good behaviour, with the aim of preventing all forms of bullying amongst students.

Aims and Principles

Bullying can take many different forms. These can include:

- Bullying that includes cyberbullying, prejudice based and discriminatory bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling – actions that cause physical harm
- Abusive relationships where there is an imbalance of power
- Consensual and non-consensual sharing of nudes, other images and/or videos
- Upskirting

As recognised in KCSiE 2024, Child on Child Sexual Violence and Sexual Harassment is never acceptable and will not be tolerated. There is a zero-tolerance approach. ([hyperlink here GSCP leaflet](#))

The objectives of the policy are that:

- All of our students feel safe and valued as members of the school community
- The students who experience bullying know how to report it, get help and are confident the school will do all they can to deal with the situation
- That students who do engage in bullying behaviour are held to account and helped to adapt their behaviour to ensure they do not cause harm towards others in the future
- That school staff are aware of their roles and responsibilities in preventing and responding to bullying

Legislation and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education and Inspections Act 2006

Equality Act 2010

Keeping Children Safe in Education 2024

DFE Preventing and Tackling Bullying 2017

Behaviour and Discipline in Schools

Safe to learn

Definitions

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either emotionally or physically.

Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to disability or learning needs
- Bullying related to sexual violence or harassment
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying related to young carers, looked after children, or home circumstances
- Cyber bullying

Contextual Safeguarding and Power Dynamics

- It is important to recognise that young people are vulnerable to abuse in a range of social contexts as they form different relationships in their neighbourhoods, educational setting and online and these can feature violence and abuse which is often hidden to adults. Peer influence and pressure is a major factor in decisions made by young people to join groups. Keeping Children Safe in Education highlights the importance of awareness of factors across an educational setting's local community so they understand where young people are living, who they come into contact with and the dynamics at play.
- Understanding the power dynamic that can exist between young people is very important in helping to identify and respond to peer-on-peer abuse – there will be a power imbalance and this may be due to age or status – social or economic – and the perpetrator in one situation may be the powerless victim in another so it is essential to try to understand the perpetrator and what is driving the behaviour before taking sanctions.
- A thorough investigation of the concerns should take place to include any wider context which may be known. However, the victim should always be made to feel safe and actions will need to be taken to separate victim and perpetrator and ensure that the abuse is not allowed to continue. The issues of the interplay between power, choice and consent should be explored with young people.

Spotting the signs and symptoms

- Absence from setting or disengagement from setting activities
- Physical injury
- Mental or emotional health issues
- Becoming withdrawn – lack of self esteem
- Lack of sleep
- Alcohol or substance misuse
- Changes in behaviour
- Inappropriate behaviour for age
- Abusive towards others

Raising and Maintaining Awareness

In Our Behaviours Culture policy, it states 'every child has a right to be respected, valued and recognised for who they are and we accept that a person's character may need development to ensure they achieve their potential.' Accepting, recognising and celebrating our differences is at the heart of Our STEPs. These are our system for supporting intentional character development and thereby fundamental in all that we do.

In addition, the following strategies will be used specifically related to anti bullying education:

- PSHEE and Respect lessons
- Assemblies with an anti-bullying theme at least three times a year
- Acknowledgement of November's anti-bullying week
- Use of theatre productions such as Chelsea's Story
- Year 10 Buddies specifically supporting Year 7 during transition
- The engagement of the Schoolbeat Officer at key stage 3
- The support of The Door youth workers who attend lunchtime once a week
- Close liaison with the Youth worker at the Baptist Church who leads the local youth club

Advice to Students

If you feel you are being bullied, at that moment:

- Try to stay calm and look as confident as you can
- Be firm and clear — look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell another pupil and ask them to report it to an adult in school
- If the bullying has been through the use of technology, such as mobile phone messages, keep screen shots of the content to show to an adult.

Next action:

- tell a teacher or another adult in the school
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- tell a Student Leader, a Buddy or any other student in the school whom you can trust to help you
- tell using the anti-bullying email. This goes directly to Mrs Christopher or Mr Ryder:
bully@cirencesterkingshill.gloucs.sch.uk
- tell your family and ask them to report it to an adult in school
- keep on speaking until someone listens and does something to stop the bullying
- don't blame yourself for what has happened

It helps if:

When you are talking to an adult about bullying be clear about:

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

What should happen next:

- Perceived victims of bullying should be offered the opportunity for emotional support – this may be from within school or an external agency such as Young Minds Matter
- The victim and parent/carer must be informed of any actions taken
- The tutor should offer regular 'check ins' to ensure the student feels comfortable

Three steps to safety

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

If you find it difficult to talk to anyone at school or at home, ring ChildLine on **freephone 0800 1111**. This is a confidential helpline. If you are hard of hearing you can use the **textphone 0800 400 222**. You can also write to Freepost 1111, London N1 0BR. The phone-call and letter are free.

What parents should do if their child is being bullied:

Talk to school staff about the bullying. At Kingshill School your first contact point to report concerns about bullying is your child's tutor or Head of Year.

- It will help to sort out what action to take if you can bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other pupils involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child.
- Stay in touch with the school. Let them know if things improve as well as if problems continue.

If bullying is reported to a member of staff, they should:

- Make sure the person being bullied is safe;
- Provide support to the person being bullied;
- Record on CPOMS and ensure this is sent to the relevant Head of Year who will investigate and take action to stop the bullying happening again;
- When a child discloses bullying, if there is any hint of a child protection issue, the normal bullying investigation should stop and the Child Protection Policy will take precedence.

Responding to bullying in terms of the alleged perpetrator

Heads of Year, in liaison with tutors and senior staff, should employ the following stages of action:

Stage 1

- If it is the first time the perpetrator has been involved in such behaviour, a 'No Blame' approach should be used. This approach seeks to engender empathy for the victim and develop an understanding on the part of the perpetrator of the effects of their actions. The aim is to resolve rather than condemn and, in most cases, this is sufficient to stop the bullying.
- Parents should be informed of the situation by the tutor if they are currently unaware
- Having used this approach, it is important that follow-up takes place to ensure that the bullying has not restarted; using the school's internal email provides an unobtrusive method of doing this.
- This must be recorded on CPOMS and logged as a stage 1 in actions
It is important that, at any of the stages, the victim is consulted about and kept informed of any course of action.

Stage 2

If the bullying continues, the parents of the perpetrator should be contacted by the Head of Year (and confirmed in writing if no contact is made). In addition, one of the following sanctions is likely to be used: withdrawal of break(s)/lunch(es), MLT detention.

The Unlocking Potential Pastoral Assistant (UPPA) will be asked to work with the perpetrator and the victim to unlock the issue and followed a restorative approach. This should also be logged on CPOMS under actions.

Stage 3

- If the perpetrator continues their behaviour, their parents should be asked to attend a meeting with the Head of Year and a senior member of staff.
- The restorative process will be re-visited by the UPPA and Head of Year.
- At this stage the pupil is likely to be given a senior detention and/or a period of time in the Student Support Room.

Stage 4

If the bullying continues to persist, at this stage, one or more fixed term suspension (s) is/are likely to be used and an Individual Behaviour Plan set up at the reintegration meeting with parents. If the behaviour continues, the Exclusion of Students Policy will be followed and managed move may be considered.

It should be noted that, in cases of serious physical bullying, the school reserves the right to use the sanctions which are most appropriate to the level of aggression. This may include reporting to the Police.

Recording and monitoring

- Details of all incidents should be kept in pupils' files and logged on CPOMS. This information will be regularly reviewed and analysed by the Heads of Key Stage.
- The anti-bullying policy will be evaluated and reviewed annually.
- Whenever student surveys are carried out, students will be asked specific questions e.g. how safe do they feel in school.

If appropriate: you may want to read the following policies in conjunction with this policy. The Accessibility Plan, Our Behaviours Culture Policy, Child Protection Policy, Looked After Children Policy, Equality Policy, E-safety Policy, Exclusion Policy, Offensive Weapons Policy and the Substance Misuse Policy.

CIRENCESTER KINGSHILL SCHOOL

ANTI-BULLYING POLICY

Reviewed by: D Christopher (Deputy Headteacher/DSL)

Date: March 2025

Adopted by Governors: 30 April 2025

Signed: 

Date: 06 May 2025

Next Review Date: March 2026