

CIRENCESTER KINGSHILL SCHOOL

ANTI-BULLYING POLICY

Introduction

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.

In view of KCSIE 2021, (Keeping Children Safe in Education), we are also guided by the recognition of peer-on-peer abuse. This can take various terms including:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Sexual violence and sexual harassment
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Abuse in intimate personal relationships between peers
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos
- Upskirting and initiating/hazard type violence and rituals

Aims

- That pupils who experience bullying know how to report it, get help and are confident in the school's ability to deal with the bullying.
- That pupils who engage in bullying behaviour are held to account and learn to behave in ways that do not cause harm in the future.
- That school staff are aware of their roles and responsibilities in preventing and responding to bullying.

Definitions

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

Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to disability or learning needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Sexist or sexual bullying
- Bullying related to young carers, looked after children, or home circumstances
- Cyber-bullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else) – see E-Safety Annex Section 8

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

(Source: 'Safe to Learn' – DCSF guidance on embedding anti-bullying work in schools)

Raising and maintaining awareness

The following strategies will be used to help foster a positive learning environment where differences are celebrated and everyone is treated with respect and dignity:

- Anti-bullying guidance for pupils included in their planners and posted in every classroom and referred to by tutors at the start of each academic year
- PSHEE and Citizenship lessons
- Assemblies with an anti-bullying theme at least three times per year
- Events to mark the annual Anti-Bullying Week in November
- Use of the SEAL (Social and Emotional Aspects of Learning) programme materials via the buddy system
- Use of theatre productions e.g. Chelsea's Choice

Role of Buddies in supporting younger pupils

What can pupils do about bullying?

If you feel you are being bullied:

- 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.

If you have been bullied:

- 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 Year 10 buddy at the break time drop-in service
- tell using the 'support box' located next to the school bank. This is for pupils to request assistance with any issues, including bullying, from any of our support services
- tell using the anti-bullying email to the Heads of Key Stage:
bullying@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

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

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;
- Pass a triplicate form 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

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.
- 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.

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 ~~bully~~ 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), Upper/Lower School detention.

Stage 3

- If the ~~bully~~ perpetrator continues their behaviour, their parents should be asked to attend a meeting with the Head of Year and a senior member of staff.

- 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

At this stage, one or more fixed term exclusion(s) is/are likely to be used and an Individual Behaviour Plan set up at the reintegration meeting with parents.

Stage 5

If the problem persists, a Local Authority Pastoral Support Programme would be set up for the bully.

Stage 6

If the bully continues their behaviour, the usual procedures for pupils on a Pastoral Support Programme will be followed.

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.

Recording and monitoring

- Details of all incidents should be kept in pupils' files and logged on ~~the school's bullying database (including type)~~. Sims and CPOMS. This information will be regularly reviewed and analysed by the Heads of Key Stage.
- Annual end of year pupil surveys will include questions on the effectiveness of the school's anti-bullying policy. *In 2018, 98% of Year 7 pupils said that they feel safe in school.*
- The anti-bullying policy will be evaluated and reviewed annually.

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

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Reviewed by D Christopher / J Morland October 2021 (Date)

Adopted by Governors _____ (Sign) _____ (Date)

Review date November 2022