



## King's Academy College Park

### Anti-Bullying Policy

At King's Academy College Park, our school values of Resilience, Responsibility, Independence, Challenge, Teamwork, Creativity and Kindness underpin everything we do.



#### Aims

This policy aims to:

- Ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied
- Ensure all people know that bullying is unacceptable; it is anti-social behaviour and affects everyone
- Ensure that if bullying does occur, pupils know that they can tell a member of staff and the incident will be dealt with promptly and effectively
- Promote a secure and happy environment free from threat, harassment and any other type of bullying behaviour.

#### Legislation

Some groups are more likely to experience bullying than others.

**The Equality Act 2010** includes the following vulnerable groups: disabled children, children with SEN, those who are or are perceived to be LGBT, race and faith minority groups, young carers, looked after children, appearance targeted and those who experience sexist/sexual bullying.

#### What is bullying?

The three most common aspects in most definitions of bullying are:

- Bullying is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

Bullying can take many forms, including:

- **Physical** bullying which can include kicking, hitting, pushing and taking away belongings;
- **Verbal** bullying which includes name calling, mocking and making offensive comments;



- **Emotional** bullying which includes isolating an individual or spreading rumours about them;
- **Cyber-bullying** where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media
- **Racist** bullying occurs when bullying is motivated by racial, faith, ethnic or cultural prejudice.
- **Sexual** bullying is where someone makes unwanted physical contact or makes sexually abusive comments.
- **Homophobic and biphobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- **Transphobic** bullying occurs when bullying is motivated by a prejudice against people who identify as trans
- **Disablist** bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- **Sexist** bullying occurs when bullying is motivated by a prejudice against someone because of their gender

Different roles within bullying situations can be identified and include:

- **The ring-leader**, who can direct bullying activity
- **Assistants**, who actively join the in the bullying (sometimes because they are afraid of the ringleader)
- **Reinforcers**, who give positive feedback to those who are bullying (e.g. by smiling or laughing)
- **Bystanders**, who stay back / silent (and so appear to condone or collude with the bullying behaviour)
- **Defenders**, who try to intervene to stop the bullying, or comfort pupils who experience bullying

Some children can adopt different roles simultaneously or at different times

At Kings Academy College Park, we encourage all pupils to take responsibility for their behaviour and its consequences (Responsibility Dragon). The school does not tolerate bullying of any kind.

We recognise that bullying can also happen outside of school (e.g. online or journey to or from school). This should be reported following the same procedures as if the incident had happened in school.

**Some warning signs that a student is being bullied:**

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell.
- Reluctance to come to school.
- Clothes/bags torn or damaged.
- Money/possessions going missing.



- Unexplained cuts and bruises.
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful.
- Unhappiness.
- Loss of appetite. Not sleeping. Loss of weight
- Seen alone a lot
- Not very talkative

**Some reasons why people bully:**

- Desire to appear powerful
- Unhappiness
- Feelings of inadequacy
- Difficulties at home.
- Learned behaviour (They too have been bullied)

**How to get help:**

- Students can feel confident that any member of staff will listen to their problem.
- Students can also discuss their concerns with the Kindness Ambassadors who will share the concern with an adult
- Students can complete a concern form and post it in the box if they would prefer not to speak to anyone in the first instance. This will then be followed up by the Pastoral Lead.

**Pupils who have been bullied will be supported by:**

1. Offering an immediate opportunity to discuss the experience with a member of staff
2. Reassuring the pupil
3. Offering continuous support
4. Restoring self-esteem and confidence

**Pupils who have bullied will be helped by:**

1. Discussing what happened
2. Discovering why the pupil became involved
3. Establishing the wrong doing and need to change
4. Informing parents or guardians to help change the attitude of the pupil

**Responses will vary depending on the nature of the incident, but may include:**



- Work with wider peer group if applicable
- Counselling
- Involvement of external agencies
- Monitoring by Class Teacher / Head of Year / SLT
- Liaison with parents/guardian/social worker

### **Anti Bullying Procedures**

It is made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly

### **Staff Responsibilities**

- To implement procedures to confront bullying in any form
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible
- To keep an accurate record of concerns raised and subsequent actions
- To report all incidents of bullying to Mrs Bannister-Palmer (Pastoral Lead) who will support as necessary and hold the appropriate records centrally
- To take appropriate action or to refer to Class Teacher/Head of Year/SLT as appropriate
- To share incidents of persistent and/or serious bullying with parents of the victim and bully
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To model our school values (Dragon values)

### **Anti-bullying strategies**

- To promote anti-bullying regularly in assemblies
- To find out students' views of feeling safe in school on annual basis
- To create and run an anti-bullying board, as part of the school council

### **Anti-bullying advice to Parents / Carers**

If your child experiences an incident of bullying outside of the school day (e.g. online or their journey to or from school), please make your child's class teacher aware of this so it can be dealt with following appropriate procedures.

A great deal of bullying is CYBER-BULLYING. Please constantly monitor your child's use of messaging and all social media sites. Access to these is out of the school's control when your child is not in school.

TALK to your child on a regular basis, so any problem is easier to share

LISTEN to what they say



ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important

If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. DON'T STAY SILENT

If your child is a victim assure them that it is not their fault and that you are going to do something to help

Be realistic in your expectations, sometimes on-going problems can take time to resolve

TRY to be co-operative with our school and not be aggressive.

Without a good working relationship between parents and the school the situation could deteriorate, which won't help you or your child

ALWAYS remember that children can't solve bullying on their own.

They NEED the support of parents/carers and our school

### **REMEMBER – IT IS NOT YOUR CHILD'S FAULT**

#### **Monitoring, evaluation and review**

The school will review this policy **annually** and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

This policy to be read in conjunction with the following policies:

Behaviour policy

Child Protection & Safeguarding policy

SEND policy

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