



# **Anti-Bullying Policy**

**2022-2023**

**“Work hard and be kind.”**

## POLICY REVIEW AND AMENDMENT LOG

Statutory or Recommended: Recommended / internal

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<b>Reviewed By</b>	<b>Review Date</b>	<b>Approved by</b>	<b>Approval Date</b>
Ed Le Brun	November 2014	Kate Carriett	November 2014
Anna Wallis	June 2018	Bob Arnold (EWG)	21/06/2018
D Ferguson	September 2021	Mick Michell	20/10/2021
D Ferguson	September 2022		

Changes September 2022 highlighted

## KINGS COLLEGE ANTI-BULLYING POLICY

Kings College is a community where everyone has the right to be treated with respect so that everyone feels safe and can learn effectively. Being part of our community comes with the responsibility to treat others with respect and kindness. This policy recognises that bullying exists in most schools and in most environments and therefore the prevention of bullying depends on the cooperation of students, parents, staff and the wider community (e.g. the police).

### Our Key Principles

- The students, parents and staff of Kings College will not tolerate bullying of any kind.
- Students and adults will not be bystanders to bullying – we will stop it, get help or tell a trusted adult.
- As students and parents, if we have knowledge of bullying, it is our duty to let someone know.
- As staff members, if we have knowledge of bullying it is our duty to act in accordance with this policy.
- A variety of actions contained in this policy will be used to overcome bullying.
- The school will offer support for the victim and to help the bully change.
- The school will speak with the victim's and perpetrator's family throughout the process.
- Details of bullying will be logged so that any patterns can be identified and the appropriate actions can be implemented.

### WHAT IS BULLYING?

Bullying often has several common factors:

- It is deliberately hurtful behaviour.
- It is repeated, often over a period of time.
- It is difficult for those being bullied to defend themselves.
- It is difficult for those who bully to learn new social behaviours.
- The bully has, and exercises, power over the victim(s).
- The target(s) of the bullying is the same or the type of bullying is the same or similar (e.g. uses different methods to bully the same person or uses the same method to bully more than one person).

Bullying can take many forms but the main types are outlined below:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## **THE STAFF OF KINGS COLLEGE**

All staff are responsible for putting these policies into practice and they will remain alert to bullying in and around school. Teaching staff will also pay particular attention in their lessons and on duty at social times.

If bullying behaviour is witnessed it will be challenged immediately, be logged on SIMS and referred to the Assistant Principal with responsibility for behaviour at the school. For incidents that are regarded as more serious, the student(s) concerned will be reported immediately to a member of senior staff. In some cases, the incident may be considered so severe that the Vice Principal, Principal and/or police may be involved at the outset.

The school is aware of the fact that some incidents may occur on the way to and from school or online outside of school hours. It is part of the philosophy of Kings College that such occurrences are the concern of the school and once raised, will be dealt with appropriately.

Please see appendices for further advice for the victim, the bully, the peer group and the parent.

## **INTERVENTIONS AND SANCTIONS**

Kings College takes a staged approach to managing bullying (see stages 1 through 5 below). Throughout these stages the bully will be offered a variety of interventions to help them change their behaviour as outlined below.

### **Bullying Interventions/Support**

The following support/interventions will be offered the bully where appropriate:

- Pastoral Support (e.g. reports; mentorship)
- Behavioural Support (e.g. 1-1 sessions)

- Referral to local support (e.g. Youth Worker, Youth Engagement Officer [police])
- CAMHS referral
- Wey Valley intervention (Pupil Referral Unit)
- Social care referral
- SEND support

## 5 Stage Process:

- 1) **VERBAL ADVICE SLIP** – is the first level and is suitable for ‘inappropriate’ behaviour that *could* be perceived as bullying should it continue. A member of senior staff will discuss this with the student, issue the ‘verbal advice slip’ to the student and the slip kept in the student’s file. A log is placed on SIMS for ‘Bullying -- Verbal Advice Slip Given’ with details of the incident for tracking purposes. Students will typically receive a lunchtime detention at this stage. Should the behaviour continue after the verbal advice has been given, it *will* be considered bullying and the process will escalate to the next stage.
- 2) **VERBAL WARNING SLIP** – is the second level and parents will be informed at this stage. It is suitable for ‘bullying’ behaviour that *is* classed as bullying. Typically this second level is issued if the same or similar behaviour did not cease since the verbal advice slip was issued. A member of senior staff issues the ‘verbal warning slip’ to the student, discusses the situation, contacts parents and the slip is kept in the student’s file. A log is placed on SIMS for ‘Bullying -- Verbal Warning Slip Given’ for tracking purposes. Students will typically receive an after school detention at this stage and be placed on Tutor Report or Head of Pastoral Report.
- 3) **WRITTEN WARNING SLIP** – is the third level and parents will be required to attend a meeting with the **Pastoral Lead**, Assistant Principal, Vice Principal or Principal at this stage. This third level will be issued if the same or similar behaviour has continued despite the first two steps in the process being followed. It could be that the student has targeted the same student(s) again or has repeated the same behaviour to a different student or group. A member of senior staff issues the ‘written warning slip’ to the student and parents at the meeting and the slip is kept in the student’s file. A log is placed on SIMS for ‘Bullying -- Written Warning Slip Given’ for tracking purposes. If the behaviour continues after the verbal warning slip has been given, the process will again escalate. Students will typically receive a fixed-term exclusion at this stage and be placed on Senior Leader Report to the member of SLT responsible for behaviour.
- 4) **FINAL WRITTEN WARNING LETTER** – is the fourth level and parents will be required to attend a meeting with the Head Teacher and possibly a member of the school’s Governing Body. It is likely that the police will become involved at this stage if they haven’t already. This third level will be issued if the same or similar behaviour has continued despite the first three steps in the process being followed. It could be that the student has targeted the same student(s) again or has repeated the same or similar behaviour to a different student or group. The Head Teacher issues the Final Written Warning letter to the student and parents at the meeting and a copy of the letter is given to parents and a copy kept in the student’s file. A log is placed on SIMS for ‘Bullying – Final Written Warning Letter Given’ for tracking purposes. Should bullying behaviour continue after the Final Written

Warning Letter has been given, the process will escalate to the final stage. Students will typically receive a fixed-term exclusion at this stage as well as placed on a Behaviour Contract.

- 5) Direction to Alternative Provision/Permanent Exclusion** -- we are committed to maintaining a safe and happy environment for all of our students and, as such, will not allow any student to be relentlessly unkind to others. In the rare circumstance that the bullying behaviour continue despite the first four steps in the process being followed, the student/parents will be issued notice of permanent exclusion or a permanent placement at an alternative provision organised. It could be that the student has targeted the same student(s) again or has repeated the same or similar behaviour to different students.

### **Support for the victims of bullying**

The following support will be offered to the victims of bullying where appropriate:

- Parents being contacted to explain what has happened.
- An apology from the bully, either verbal or written, presented to you.
- The offer of counselling or other expert advice.
- The offer of a 'safe place' to spend social times.
- A restorative approach conference where a meeting takes place with you and the person bullying are both present. Note: this will only happen if the victim agrees to it.

## **APPENDIX A**

### **The Victim**

#### **If you are being bullied:**

- Be firm and clear; look them in the eye and tell them to stop.
- Get away from the situation as soon as possible.
- Tell an adult and a friend what has happened straight away.
- Try to avoid being alone in the place where the bully is likely to be.

#### **After you have been bullied:**

- Tell a teacher or another adult in school and your family.
- If you are scared to tell an adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens.
- DO NOT blame yourself.
- Stay in a group even if they're not your friends.
- Keep a diary about what is happening.

#### **When you are talking about the bully to an adult be clear about:**

- What has happened to you and how often this occurs.
- Who was involved and who saw what was happening.
- Where it happened.
- What you have done about it already.
- If you have made a diary, produce it as evidence.

## **APPENDIX B**

### **The Bully**

#### **You may bully others because:**

- You are going through a difficult time and are acting out aggressive feelings.
- Your friends encourage you to bully.
- You don't know it is wrong.
- You are copying older brothers and sisters or other people in the family, school or community whom you admire.
- You haven't learnt better ways of mixing with others.

**As a bully, you must realise that you are hurting other students and there are consequences to your actions.**

#### **Your bullying could result in any of the following sanctions:**

- An apology, either verbally or written, presented to the victim.
- Your parents being contacted and interviewed where the Head of House explains the evidence and cause for concern.
- Kings community service deployed as a sanction, e.g. litter picking
- Lunchtime or after school detentions could be applied.
- In severe cases, a fixed term or permanent exclusion will be used.

You may require counselling or other expert advice. This may be provided by outside agencies. It may be possible to arrange a meeting in which the victim, bully and other invited parties who may have been involved, come together and solve the problem. It is the school's policy to offer support and counselling to both the victim and the bully.

## **APPENDIX C**

### **The Peer Group**

Other students play a vital part in either discouraging the bullying or bringing it to an end. All students should realise that if they are aware of another student being bullied, they have the responsibility to let an adult know.

#### **If you are worried about bullying incidents, there are many things you can do**

- If the victim is a friend, try to get him/her to talk to an adult (with you if necessary).
- If the bully is a friend, try to reason with him/her to stop. He/she may need your support.
- Talk to a member of staff about the problem.
- Talk to your parents about the problem. They can pass on the information for you.

**Never keep it to yourself**

As a group, you should stand up against the bully. Once the bullying has been brought out into the open, the group will need to find ways to support both the victim and the bully. You will need to discuss how you can best support each other. This can be done through Tutor Time, assemblies or suspended timetables to focus on the issue of bullying.

**Remember, a bully feeds on being admired by others.**

## APPENDIX D

### The Parent

**Parents and families have an important part to play in helping Kings College deal with bullying.**

Discourage your child from using bullying behaviour at home and elsewhere. Show them how to resolve the difficult situation without using violence or aggression. Watch out for signs that your child is being bullied or is bullying others. Parents and families are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried.

#### **Signs to look out for:**

- The child becoming withdrawn.
- A deterioration in the child's work.
- Erratic attendance or questionable illness.
- Persistently arriving late at school.
- General unhappiness or anxiety.
- The child wanting to remain with adults.

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Victims can become depressed and this can continue into their adult lives.

#### **If your child has been bullied:**

- Calmly talk with your child about his/her experience.
- Make a note about what your child says – particularly who was said to be involved, how often the bullying occurred, where it happened and what happened.
- Reassure your child that he/she has done the right thing to tell you about bullying.
- Explain to your child that the information must be passed on so that the matter can be dealt with sensitively.
- Either phone or make an appointment to see your child's Tutor or Pastoral Lead.
- Don't keep your child at home.
- Outline the problem to the Tutor/Pastoral Lead. Be specific. Give dates, places and names of children involved.
- Make a note of what action the school intends to take.
- Stay in touch with the school. Let us know if things improve as well as if things continue.

**Remember, the school cannot deal with the problem unless they know that a problem exists.**

#### **If your child is bullying other children:**

- Talk with your child. Explain what he/she is doing is unacceptable and makes others unhappy.



- Discourage other members of your family from using bullying, aggression or force to get what they want.
- Show your child how he/she can join in with other children without bullying.
- Make an appointment to see your child's Tutor/Pastoral Lead and discuss how you and the school can stop him/her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people.