



<b>Approved by: FGB</b>	<b>Date: July 2021</b>
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<b>Status and Review Cycle</b>	3 yearly
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<b>Person(s) responsible</b>	Mr David Hurley
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<b>Last reviewed on:</b>	July 2021
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<b>Next review due by:</b>	July 2024
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### 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management around bullying
- **Define** what we consider to be unacceptable behaviour, including bullying

### 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusion from Maintained Schools, Academies and Pupil Referral Units in England

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

#### A WHOLE SCHOOL APPROACH

All staff, students and parents need to be aware of these Rights and Responsibilities that underpin the aims. The key factor in making such codes work is their acceptance by the parties involved. The credibility of the document will only be accepted if students see that they are being enforced and that a consistent approach is adopted by staff. Inconsistency will lead to conflict and an undermining of the processes within the school that lead to the promoting and maintaining of good behaviour. All staff need to be aware that they lead by example. Their manners, reliability, dress, timekeeping and relationships with others will be observed and will influence students.

All students need to be valued. Praise and appreciation of their efforts are ingredients in raising self-esteem and motivation. It is for the school to educate, guide and encourage them in the development of these qualities in partnership with parents. National Curriculum subjects, Tutor time and PSHCE sessions offer opportunities to address such matters. Outside the formal curriculum, school assemblies, clubs, team games, school trips and other extra-curricular activities such as residential experiences also provide valuable contexts in which the values of the school can be developed and practised.

The form tutor plays an important part in co-ordinating the academic and personal welfare of the student. The tutor should be aware of each student in the form as an individual as it is the tutor who is often the person that students will turn to for support.

#### 4. Rationale

4.1. We strive to create a culture based on our core values, students must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Because bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.

#### 5. A definition of bullying

5.1. There is no legal definition of bullying. Bullying is usually described as being behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. In this policy **Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

5.2. Bullying can take many forms (for instance, cyber- bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender,

sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

5.3. Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: Preventing Bullying 2017, DFE).

5.4. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. (See ref: DCSF Homophobic bullying)

5.6. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

5.7. Bullying can be:

- physical (hitting, kicking, theft)
- teasing
- making threats
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

## 6. How we set the right ethos of being a 'telling' school

6.1. A 'telling' school is one where students do inform staff when bullying is taking place.

6.2. If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. 'Victims' must know that their concerns will be taken seriously and recognise that investigations take time.

6.3. We must also make it as easy as possible to report bullying. They must understand that these may result in a number of different outcomes and be familiar with the content of the flow chart on page 3.

6.4. If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:

- promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying
- ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students
- treating other people with respect at all times;
- doing nothing that could be construed as bullying;
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
- engaging students in reviewing and developing our anti-bullying practices

- analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

Procedure for dealing with complaints of bullying

## 7. How to deal with bullying and who to tell

7.1 Each year in the autumn term we will teach all our students to take the following action if they feel they are being bullied:

- if you feel able to, then let the 'bully' know that they do not like what is happening to them and ask the bully to stop;
- if the bullying doesn't stop, tell someone in school who will initiate action to sort out the problem. This will often be her/his form tutor, any teacher or any member of staff.
- use the [dsl@kings-international.co.uk](mailto:dsl@kings-international.co.uk) email address to report your concerns discreetly.

## 8. What any adult – teacher, support staff, parent – who has been told about bullying should do

8.1. Go to, phone or email the student's Head of Year or Head of Key Stage of the student concerned.

8.2. If a parent does not know who the appropriate Head of Year is they should contact school and the Receptionist will advise them.

## 9. Who should investigate

9.1. In the first instance we would expect the student's form tutor to discuss any issues with their tutees and suggest possible solutions. If this is ineffective or the form tutor believes he/she needs help in resolving an issue he/she will email the Head of Year and the Head of Key Stage. An investigation into a complaint of bullying will be carried out in most cases by one of the Head of Year or the student's Head of Key Stage, but on occasions by the Assistant Headteacher for behaviour and welfare.

## 10. The need for gathering evidence

10.1. If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

## 11. How we deal with incidents that cross the inside/outside school boundaries

11.1 Where incidents that happen outside school are clearly having a detrimental effect on the life of the school we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

## 12. What sanctions we use

12.1. At our school sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.

12.2. The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate exclusion:

- In the first instance, a bully will be warned and parents will be informed. We will impress on them that what he/she has done will not be tolerated at our school. This frequently solves the problem.
- If the bullying continues, parents will be invited into school and both student and parents will be told that further sanctions will follow if the bullying doesn't stop.
- If there is further bullying, the student will be detained at break and lunch times.
- Removal from specific classes if appropriate will be used.
- Further sanctions such as the ILC or exclusion from school for a fixed period of time will also be used if appropriate.
- The ultimate sanction for bullying is permanent exclusion.

### 13. Engaging with parents and carers

13.1. We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

13.2. We will;

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

13.2. Particularly during a lengthy investigation, or when there is a repetition of bullying, a victim's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that form tutors, Heads of Year, Heads of Key Stage and senior staff do have other demands on their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

### 14. How we monitor the situation

14.1. Pastoral staff will try to check at regular intervals on the welfare of a student who has been bullied, but we do rely on Students reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both students and parents must understand that we cannot take action if we are not made aware

#### 14. 1. The Process.

1. The 'victim' will discuss the incident with their form tutor, or Head of Year or another adult they feel comfortable with and often this will help resolve the situation.

2. If the bullying continues then the matter will be passed to the Head of Key Stage. The student will then be asked to make a statement, either verbal or written, and the member of staff investigating will make notes. The 'bully' will then be interviewed and given the opportunity to give his/her side of the story. Again a verbal or written statement will be made and the member of staff investigating will make notes. If the stories of both Students are the same, there may be no need to involve other students or to find witnesses. In cases where the 'bully' denies the allegation, witnesses will need to be sought and interviewed, and additional evidence gathered. Such investigations are very time-consuming, no matter who initiated the investigation. It may then need to be shared between the pastoral team and senior staff. Even though the period of investigation may be difficult for the victim, it is essential that we are seen to be thorough and fair. No-one will report bullying if they feel that investigations are rushed or not dealt with properly and fairly. The investigation will continue until a satisfactory conclusion is reached.
3. The student guilty of bullying will be warned that any repetition will lead to the hierarchy of sanctions. The victim will be told to report immediately any repetition of the bullying behaviour.
4. Both sets of parents will be informed by and the incident logged on both students' files and the Central Bullying Record (CBR). During an investigation, it is likely that the alleged victim will feel vulnerable, particularly at breaks, lunchtimes and the end of school. He/she will be offered support at such times, in the form of a room/office in school to which they might go with or without friends, and alternative arrangements for buying and eating lunch.

## **15. Teaching and Learning**

The topic of bullying is covered in assemblies, personal development days, PSHE and in topics across the curriculum such as RS, Drama and English.

## **16. Roles and responsibilities**

### **16.1 The governing board**

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **16.2 The Headteacher**

The Headteacher is responsible for reviewing this policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **16.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy and anti-bullying policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents

#### 16.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor promptly

#### 16.5. Pupil code of conduct

Pupils are expected to follow roles and responsibilities (see appendix1)

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
- This written statement of behaviour principles is reviewed and approved by the full governing board every 2 years

## Appendix 2: Rights and Responsibilities definition grid

Right	Responsibility	Meaning
<b>I have a right to <u>feel safe and protected</u></b>	and a responsibility to <u>look out for others.</u>	<p>This means:</p> <ul style="list-style-type: none"> <li>• I will not bully or intimidate others and will report any concerns regarding my, or others, safety</li> <li>• I will behave appropriately in school</li> <li>• I will behave appropriately to and from school</li> <li>• I will not bring dangerous or harmful items into school</li> <li>• I will use social media appropriately and not make any harmful comments to other</li> </ul>
<b>I have a right to <u>learn</u></b>	and a responsibility to <u>do my best at all times.</u>	<p>This means:</p> <ul style="list-style-type: none"> <li>• I will attend school and be on time for registration and lessons</li> <li>• I will bring the right equipment and my bag to school</li> <li>• I will not prevent others learning</li> <li>• I will complete class and Personal Study to the best of my ability</li> <li>• I will be polite to and cooperative with any staff member</li> <li>• I will accept the consequences if I do not meet my responsibilities</li> </ul>
<b>I have a right to <u>be respected as an individual</u></b>	and a responsibility to respect others as individuals	<p>This means:</p> <ul style="list-style-type: none"> <li>• I will treat others as I would want to be treated and respect their beliefs, viewpoints and individuality</li> <li>• I will follow the school uniform rules</li> <li>• I will ask for and receive support if I need it from staff member</li> </ul>
<b>I have a right to <u>be heard</u></b>	and a responsibility to <u>listen to others.</u>	<p>This means:</p> <ul style="list-style-type: none"> <li>• I will listen to and speak to others politely.</li> <li>• I will have my views respected and taken into account</li> </ul>
<b>I have a right to <u>use school property and facilities when appropriate</u></b>	and a responsibility to look after my school environment.	<p>This means:</p> <ul style="list-style-type: none"> <li>• I will not damage school or other people's property</li> <li>• I will look after rooms and furniture and leave them tidy</li> <li>• I will ensure that I put litter in bins</li> <li>• I will respect the school community</li> </ul>