

Member of staff responsible : Head and Assistant Head Pastoral
Date of policy review : May 2015
Approved by Governors : June 2015

King's House School Anti-Bullying Policy

Introduction

King's House expects all members of the school community to treat other people with courtesy and respect. Everyone has the right to be safe and secure, whether at school or elsewhere, and to be protected when vulnerable, so that all may flourish without fear of unfair treatment or harassment.

The school's approach to bullying is clear: it is always unacceptable. It damages children and the school will therefore do all it can to prevent it.

Bullying may take many forms. Any behaviour which makes another feel uncomfortable or threatened may be construed as bullying, whether intended or not. All complaints must be taken seriously and pursued. Acting against bullying is a part of every adult's duty of care to pupils, on and off site, and of pupils and colleagues to each other.

This policy is intended to help pupils and their families if they are concerned about bullying and to ensure a consistent response to any bullying incident. This policy applies to all pupils across the school, including those in EYFS.

The policy is subject to regular review with recent updates having taken note of the DfE advice for Preventing and Tackling Bullying (October 2014).

Background

It is believed that, in schools across the UK, bullying affects many thousands of pupils. It can cause psychological damage and even suicide. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. The statutory framework which governs anti-bullying strategy in all schools in England is given in Appendix 1 of this policy.

What is bullying?

Bullying is hurtful behaviour that usually occurs over a period of time. It is behaviour that a reasonable bystander would say was calculated or intended to hurt or upset the victim. It is behaviour that harasses, humiliates or intimidates others. It may take the form of teasing, verbal criticism and harassment on the grounds, for example, that someone has different coloured skin, of the way they talk, their size or their name. It can also occur where a pupil is looked-after, adopted or a carer themselves. The following list could all constitute claims of bullying or harassment: racism, sexual bullying, negative remarks about appearance, health conditions or home circumstances, nationality, religion or culture, disability, gender or sexuality, SEN or cyberbullying.

Bullying might be motivated by actual differences between children or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority, but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways; it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance or by having access to the support of a group or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Sometimes the perpetrator is just being thoughtless. Sometimes it can be hurtful to be different or to be made to feel different.

Bullying causes fear and distress for the victim(s) and may distract them from their school work. It may also affect other pupils who witness it and it can damage the atmosphere in a class or even in the entire school.

Examples of bullying behaviour

- Physical bullying may include: fighting, damaging or hiding someone else's belongings or clothes, setting up someone else to get the blame for a breach of school rules, initiation ceremonies.
- Emotional or psychological bullying may include: excluding someone from a group, activity or place, spreading rumours, being deliberately unfriendly, unpleasant e-mails or telephone calls or unpleasant material placed on websites.
- Verbal bullying may include: aggressive name calling, teasing, mockery, insults, use of homophobic, racist, sexist, and other types of discriminatory language.
- Sexual harassment includes making inappropriate comments about appearance and attractiveness, uninvited propositions, uninvited touching and using innuendo or inappropriate imagery.
- Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. See Appendix 2 which deals specifically with Cyberbullying

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence, for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed, they will seek assistance from the police, for example, under the Malicious Communications Act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an

electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.

What are the signs of bullying?

It is not always easy or even possible to tell whether someone is upset. Young people who feel under emotional pressure may find it hard to talk. There may be changes in behaviour, such as shyness and nervousness, demands for attention, feigned or real illness. Work and sleep patterns may change. There may be lack of concentration or withdrawal and a pupil who is being bullied or feels vulnerable may be unwilling to attend school.

What is expected of staff, pupils, parents and governors?

All those involved in the school, and this includes staff, pupils, parents and governors, have a responsibility to show that they believe that any form of bullying is unacceptable and to set an example which reflects that view.

All members of the school should help to create an atmosphere in which bullying and inappropriate behaviour or language that demeans any individual or section of society, will be spoken of openly, taken seriously and responded to with appropriate action.

A pupil who is being bullied should tell someone. They may speak to anyone they feel comfortable talking to; this could be any member of staff but may be one of the following:

- Their Form Teacher
- The Head of Nursery – Mrs Jane O’Brien
- The Head of the Junior Department – Mr Gower
- The Head of Pastoral Care– Mr Churcher
- The Assistant to the Head Pastoral – Mr Bennett
- The Deputy Head – Mr Shore
- The School Nurse – Mrs Emma Lasserson
- Any member of staff

Any discussion of such a nature should be reported to a member of SMT or the pastoral team. A pupil who is being bullied should also speak to his parents, who can contact any of the above members of staff for support and to take the matter forward.

A parent who is concerned that a pupil (their own son or another pupil) may be being bullied, should speak to the Head of Nursery, the Head of the Junior Department, the Head of Pastoral Care or the Assistant to the Head of Pastoral Care. They may also contact the Head or the Deputy Head.

The school expects staff, pupils, parents and governors to:

- Treat other people with respect and sensitivity including (but not limited to) members of the school and the wider community; members of other schools; visitors and exchange students.

- Think carefully before speaking/acting (whether face-to-face or via any form of media) in ways which may cause upset.
- Respect and celebrate differences and variety.
- Be sensitive to the fact that what may seem fun to some (especially a group), may seem much more threatening to others (especially an individual).
- Show kindness and consideration to those who appear unhappy or vulnerable.
- Make a stand against those who ignore or go against these aims.

The school raises the awareness of staff to these issues through training and discussion in staff meetings and action is taken to reduce the risk of bullying at times and in places where it is most likely to occur, such as on the playground, during break and lunch time, in the changing rooms and on the school playing fields.

Promoting positive behaviour and identifying patterns

Positive values of mutual respect and consideration will be promoted within the school in a wide range of contexts, from assembly and form periods to informal discussion. The PSHEE course will address the topic of bullying periodically.

Form Teachers will also remind pupils at the start of each academic year of their responsibility to ensure that bullying does not occur and to talk to a member of staff if they witness or suspect bullying. Staff will receive anti-bullying training as part of their ongoing CPD.

At the end of every term, pastoral reports are compiled in the three Departments and a meeting is held to discuss key issues and to identify trends.

Further information on promoting positive behaviour and identifying patterns can be found in the DfE advice documents linked below:

- Preventing and Tackling Bullying (DFE, October 2014)
- Supporting Children and Young People Who are Bullied: Advice for Schools (DFE, March 2014)
- Cyberbullying: Advice for Headteachers and School Staff (DFE, November 2014)
- Advice for Parents and Carers on Cyberbullying (DFE, November 2014)

The School aims to involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child. The school also expects all parents to reinforce the value of good behaviour at home.

Further measures taken and aims of the school in relation to tackling bullying include:

- All pupils are given clear advice about the part they can play to prevent bullying, including when they find themselves as bystanders, through assemblies, PSHEE and form time.

- The school regularly evaluates and updates its approach to take account of developments in technology, for instance by updating 'acceptable use' policies for computers and regularly reviewing and updating this policy.
- The school consistently implements disciplinary sanctions for bullying behaviour. The consequences of bullying reflect the seriousness of the incident, so that others see that bullying is unacceptable
- We aim, through discussions in form groups and lessons, to discuss differences between people that could motivate bullying such as religion, ethnicity, disability, gender or sexuality, also children with different family situations such as looked after children or those with caring responsibilities. We also give clear advice to pupils that using any prejudice based language is unacceptable and aim to challenge the use of such language any time it is used. Any teaching, discussion with pupils and schemes of work will take account of the fact that pupils are only at the school until they are thirteen years of age and have not reached the age of consent.
- The school can draw on the experience and expertise of anti-bullying organisations with proven track records and which provide resources for dealing effectively with certain forms of bullying such as Childline, Kidscape, Get Connected, Samaritans etc
- We aim to provide effective and regular staff training in anti-bullying. We understand that policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems and where to seek support.
- We aim to invest in specialised skills training to help staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils. Again, any teaching, discussion with pupils and schemes of work will take account of the fact that pupils are only at the school until they are thirteen years of age and have not reached the age of consent.
- We work with the wider community such as the police and children's services where bullying is particularly serious or persistent and/or where a criminal offence may have been committed, including working with other agencies and the wider community to tackle bullying that is happening outside school.
- We aim to make it easy for pupils to report bullying, so that they are assured that they will be listened to and incidents acted on. Pupils are also encouraged through PSHEE and assemblies to feel that they can report bullying which may have occurred outside school including cyber-bullying.
- We aim to sustain an inclusive environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- We aim to celebrate success in addressing bullying issues. Celebrating success is recognised by the school as an important way of creating a positive school ethos around the issue.

Anti-bullying procedures

The school will try to keep parents informed if and when it may be dealing with a significant bullying situation. Parents are asked to let the school (usually the Form Teacher) know directly if they have cause for concern, either on behalf of their own son or because of rumours about incidents involving

others. The school always tries to handle information discreetly and although what staff are told will be in confidence, the school cannot promise secrecy. If matters need to be followed up, the staff will do so with sensitivity. It is much easier to counter problems at an early stage.

Investigations and safeguarding children and young people

A bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff will report their concerns in accordance with the school's Safeguarding and Child Protection Procedures. In such instances, the school will not investigate further before advice has been taken from the police and/or children's social care services.

In the event of an observed or reported instance of bullying that does not meet the criteria for referral under child protection procedures, the matter will be referred to a member of the pastoral team, the Head of the Junior Department or the Deputy Head, who will cause an investigation in accordance with the procedure outlined below.

A formal meeting will be held in situations where there appears to be a case to answer of serious misconduct, in accordance with the Pupil Behaviour Policy. For all incidents of bullying (whether isolated or occurring over a period of time), disciplinary sanctions will normally be applied in accordance with the Pupil Behaviour Policy and this may extend to a temporary exclusion, a requirement to leave or, in the gravest cases of severe or persistent bullying, a permanent exclusion.

Once investigated, every effort will be made to resolve the problem through counselling of both parties, which will seek to support the victim(s) and change the behaviour of the perpetrator(s). In all cases, parents will be informed and consulted. This process will normally be carried out by the members of the pastoral team. Staff will deal with the matter in confidence if possible.

Where safeguarding is not considered to be an issue, the school may, nonetheless, need to draw on a range of external services to support a pupil who is experiencing bullying or to tackle any underlying issue which has contributed to a child engaging in bullying. A referral will be made to children's social care services in accordance with the school's Safeguarding and Child Protection Procedures where pupils have been identified as 'in need' of support, whether as perpetrator or victim of bullying behaviour.

EYFS Children

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect those of others. We expect them to be honest, helpful and polite and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. Mrs Jane O'Brien, the Head of the Nursery Department, is in day-to-day charge of the management of behaviour in the Nursery Department. Mr Simon Gower, Head of the Junior Department, is in day-to-day charge of the management of behaviour for boys in Reception.

We need to explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions but sometimes, we may remove a treat for hurtful behaviour.

Occasionally, a child in Reception may be sent to see the Head of the Junior Department, who will explain the inappropriateness of a particular action, but such instances are rare. Parents are always informed via a note in the homework diary when any sanction or reproof is needed and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's teacher and the Head of the Nursery/Head of the Junior Department and to agree a joint way of handling the difficulty.

Bullying outside school premises

Where bullying outside school is reported to school staff, it will be investigated and acted on in accordance with the procedure above. A member of the SMT will also consider whether it is appropriate to notify the police or other agencies of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Teachers have legal authority to discipline pupils for misbehaving outside the school premises in accordance with the Pupil Behaviour Policy. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, during an educational visit or in the local area.

Recording incidents and identifying patterns

A confidential record is kept by a member of the pastoral team of all bullying incidents, to enable the school to monitor numbers of incidents and identify patterns, including occasions where bullying has recurred between or against the same pupil(s). It also enables the school to determine and monitor the effectiveness of the policy.

Appendix 1 - Statutory Framework

What does the law say and what do I have to do?

Every school must have measures in place to prevent all forms of bullying.

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy, which must be communicated to all pupils, school staff and parents.

Independent School Standard Regulations (as most recently amended)

The Independent School Standards Regulations provide that the proprietor of an academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on the 5th April 2011. It replaces the three previous public sector equality duties for race, disability and gender and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment. In England and Wales, Part 6 of the Act applies to maintained schools and academies and to other independent schools.

Safeguarding children and young people

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

If school staff feel that an offence may have been committed, they should seek assistance from the police, for example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.

Further Resources

Further information is available online by following the links below:

- Preventing and Tackling Bullying (DFE, October 2014)
- Supporting Children and Young People who are Bullied: Advice for Schools (DFE, March 2014)
- Cyberbullying: Advice for Headteachers and School Staff (DFE, November 2014)
- Advice for Parents and Carers on Cyberbullying (DFE, November 2014)

Appendix 2 – Policy on dealing with Cyberbullying

King’s House School understands that new technologies have a key role to play in educating young people nowadays and that its pupils must learn how to take advantage of these advances and not be frightened by them. The school appreciates though that there are inherent risks that come with them. The school takes issues around cyber safety extremely seriously and takes measures to help educate, inform and assist pupils in this area.

Mobile devices:

- Due to their age, pupils at King’s House are not allowed to bring personal electronic devices, such as mobile telephones or tablets, into school. Where pupils do have mobile telephones for travelling to and from school, they hand them in to the school office on arrival and collect them on departure.
- Within the school and for their education, the school has PCs, laptops and I-pads. These are only used under the supervision of a member of staff, who will ensure that the reason for usage is educational.
- The school network uses filtering software which, amongst other things, restricts access to social networking and gaming sites and should protect the pupils from seeing or accessing inappropriate material.

Pupil education and responsibilities:

- Pupils at King’s House are expected to use the technologies available to them at the school responsibly and appropriately. Staff will monitor all pupil usage at school to ensure that this happens.
- The school reinforces E-safety messages to all pupils at regular intervals and at an age-appropriate level through Computing lessons, PHSEE lessons, workshops and assemblies. Issues covered range from the following: what to do if you see an image you do not like (Year 1,) to understanding the risks of chatting with strangers on the internet (Year 4), to understanding the illegal activities that may take place on the internet and how to protect yourself from them. A separate document “E-Safety in the Curriculum” details the aspects of E-Safety taught to each year group and when.
- All pupils from Year 1 upwards are required to sign a Responsible ICT Use Form each year. This provides guidance for using the school’s ICT resources and encourages pupils to think carefully about how they use these resources. The E-Safety programme is also designed to build resilience in the pupils, so that they can protect themselves and their peers. It does this by encouraging them to speak out if they come across something which they are unhappy about or which worries them.
- If a pupil has a concern about cyberbullying or internet usage, they are encouraged to speak to any appropriate adult as per the Anti-Bullying Policy. The member of staff would then refer the issue, where necessary, to a member of SMT.
- The school will follow the appropriate disciplinary procedures in relation to any incident of misuse of ICT equipment or websites or of cyber bullying. (The School reserves the right to take action, even when the offence is committed outside of school, if it harms members of our community or brings the school into disrepute).

Staff Responsibilities

- As with all forms of bullying, cyberbullying could constitute a safeguarding issue. All staff are trained in safeguarding in accordance with guidance from the LSCB. Where a cyberbullying issue may constitute a safeguarding issue, the staff would follow the school's safeguarding procedures. This would include contacting the school's Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.
- All staff are required to read and sign the school's ICT Acceptable Use Policy, which explains their responsibility for safe and appropriate use of the school's systems.
- Guidance on the use of mobile telephones, contact with pupils through electronic media and the taking of photographs is given in the Staff Code of Conduct, which highlights the ways in which staff are expected to behave at school and in their professional life.
- The school has a member of staff who has received Ambassador level training from CEOPS and is able to provide guidance and training to staff on cyberbullying and internet related issues.
- If a member of staff has a concern about cyberbullying or internet safety, they are expected to raise it with a member of SMT.
- Pastoral issues concerning pupils are discussed at staff meetings in all three parts of the school and where issues may relate to cyberbullying, measures to deal with it are covered.
- Any visitors to the school who use the school's ICT resources are expected to follow the school's guidance on acceptable usage.

Parents

Parents often need guidance on internet safety and the possibility of cyberbullying. Parents are given details of the school curriculum at the start of the school year, which provides an outline of what is taught to the pupils. The school has also brought in outside speakers to address the parents on this issue and surveyed them to find out which areas they wanted information on. This was introduced in 2014 and will be an annual feature.

Related Policies and Documents

Other policies that have been created in order to ensure a careful approach to technology and limit cyberbullying include:

- Internet Video and Safety Image Policy,
- Pupil Data Protection Policy
- Staff ICT Acceptable Use Policy
- Data Protection Policy – this covers how the school handles personal data.

Legislation

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available from digizen.org and thinkuknow.org.

Schedule of Policy Updates

Date	Change	
12/2014 Updated by Head		
12/2014	Policy reviewed and re-written by the Head and then reviewed by Mar 2015 FGB.	
5/2015 Updated by Assistant Head Pastoral		
5/2015	Policy applies to all pupils including those in the EYFS	Page 1
	Reference to the fact that you have taken note to the DfE advice Preventing and Tackling Bullying (October 2014)	
	Changed references to PSHE to PSHEE	Page 4 and 5
5/2015	Separate Policy on dealing with Cyberbullying added as an appendix to take account of latest ISI guidance	Pages 10-11