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KING RICHARD SCHOOL

Anti-Bullying Policy

Date Created:	February 2024	
Approved by:	Headteacher	School Governors Committee
	Date: 01/02/2024	Date: 08/02/2024
Last review:	February 2024	
Date of next review:	February 2025	

1.1 Rationale

As a school community we aim to ensure that school is a safe and secure environment for every individual. Bullying is an unacceptable form of behaviour and will not be tolerated at King Richard School

The purpose of this policy is to:

1. Define bullying
2. Raise awareness of the issue within the school community and with parents
3. Put in place a process that will enable us to deal with bullying effectively
4. Monitor the extent of bullying in school and evaluate the effectiveness of the strategies employed to reduce incidents occurring
5. To improve attitudes and behaviour in school generally in order to strive to prevent incidents of bullying
6. To ensure that all members of the school community are aware of the bullying policy

2 What is Bullying?

2.1 Definition of bullying

“Bullying is defined as behaviour by an individual or group that hurts another individual or group, either physically or emotionally. It is repetitive and involves a power imbalance. Bullying is generally taken to mean any sort of physical or psychological intimidation. It could hurt, threaten or frighten someone and cause distress. There are a number of kinds of bullying. These may be exhibited by an individual student towards another individual, by a group towards an individual or by one group to another. It can include personal, sexual or racial harassment and bullies can frighten so that a person does not want to go to school”

2.2 Types of Bullying

Physical – hitting, kicking, pushing, spitting, pinching, sexual assault, throwing things, extortion, stealing, hiding or damaging belongings;

Verbal – name calling including about appearance, mockery, insulting, making offensive remarks, sexual innuendo, threatening;

Cyber bullying – the use of ICT, e.g. Mobile phones chat-room/blogs/messages board, email, gaming console, instant messaging (MSN, Yahoo, AOL, BBM, Snapchat), mobile phones including photos, social network site e.g. Facebook, Bebo, video, hosting sites (YouTube), webcams, sending viruses or hacking programmes, stealing someone’s identity to deliberately upset someone else. Can include harassment, threats and insults

Indirect – spreading unpleasant stories about someone, exclusion from social groups, being made the subject of malicious rumours, intimidation, graffiti, defacing of personal property, inciting others to bullying behaviour, distribution of literature, display of pornographic, classist, disablist, homophobic, racist or sexual material.

Psychological - e.g. damage to reputation (sexual, denial of identity, gender/ethnicity), extortion of belongings, identity theft/impersonation, isolation/refusal to work/play with other pupil, revealing personal information, victimisation after a previous complaint e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident

2.3 Who bullies?

Anyone has the capacity to bully. Those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

2.4 Who is bullied?

Anyone can be bullied – student, parent/carer/guardian or staff member. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, academic ability, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Frequently the perceived difference comes from labelling an individual as part of a group. Such bullying would then be designated as, homophobic, racist and religious, or sexist. People can be a member of more than one group.

2.5 Types of Bullying

- **Homophobic:** any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying.
- **Transphobic:** incidents are those perceived to be insulting to someone's gender identity or to transgender people.
- **Racist:** any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as gypsy/ Roma traveller come under this heading too.
- **Faith-based bullying:** negative stereotyping, name calling or ridiculing based on religion.
- **Related to disability, SEN or health:** behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too.
- **Related to home circumstances** e.g. young carers or children in care, social class.
- **Sexist:** incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence.
- **Sexual:** incidents include intrusive language, distribution of inappropriate pictures, damage to sexual reputation, inappropriate touching and other behaviour to involve unwanted sexual attention.
- **Gifted/talented bullying:** name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort.

2.6 Signs and Symptoms of Bullying

- **Physical signs** e.g. Physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress.
- **Emotional signs** e.g. mood swings, apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness
- **Behavioural signs** e.g. withdrawn, frequent, unexplained absences, poor concentration, eating disorders, alcohol/substance misuse, evidence of self-harming and disruptive/ challenging/bullying behaviour
- **General** e.g. frequently “lose” money/possessions, appears tired and lethargic, avoids entering/ leaving school with others or breaktime.

3. Preventing Bullying

Bullying in any shape or form is not acceptable at King Richard School and will not be tolerated.

3.1 Prevention of bullying

- Staff should be constantly aware that bullying does occur and should be especially vigilant when in the situations and/or places where bullying is most likely to occur.
- All staff will take complaints seriously – no matter how trivial they may seem.
- Heads of Key Stage work pro-actively to raise awareness of anti-bullying in school.
- The subject of bullying will be raised regularly in assemblies to keep staff and students aware and to encourage a culture where people will tell if they see any bullying behaviour regardless of who the bully is; child or adult. This will also aim to encourage the attitude that we all have responsibility for safety of others, people feel easy about discussing their experiences or worries about bullying.
- Regular discussion on bullying in lessons such as SMSC, ICT, Drama, and R.E. should ensure that the issue is not ignored and that children and young people feel easier about discussing their experiences or worries about bullying.
- Yearly questionnaires will be undertaken to assess the problem of bullying and to evaluate the policy.
- The induction programme for new students should emphasise this policy.
- All young people will be encouraged to seek help from people they trust e.g. other form members, form tutors, student guidance staff, parents, etc.

3.2 Involving Parents/Carers

We will ensure that:

Parent/carers are made aware of any bullying incidents as soon as possible. Parent/carers are kept informed of any further concerns.

If an incident is to be referred to school, the incident will then be within the procedures of the school’s anti-bullying policy.

3.4 Bullying of Staff

Bullying of staff by pupils, parent/carers or other staff (includes incidents such as Cyber-bullying):

Members of the school workforce suffering from, or concerned about, bullying can contact their manager, trade union or professional association for support and advice.

3.5 Communication of the policy

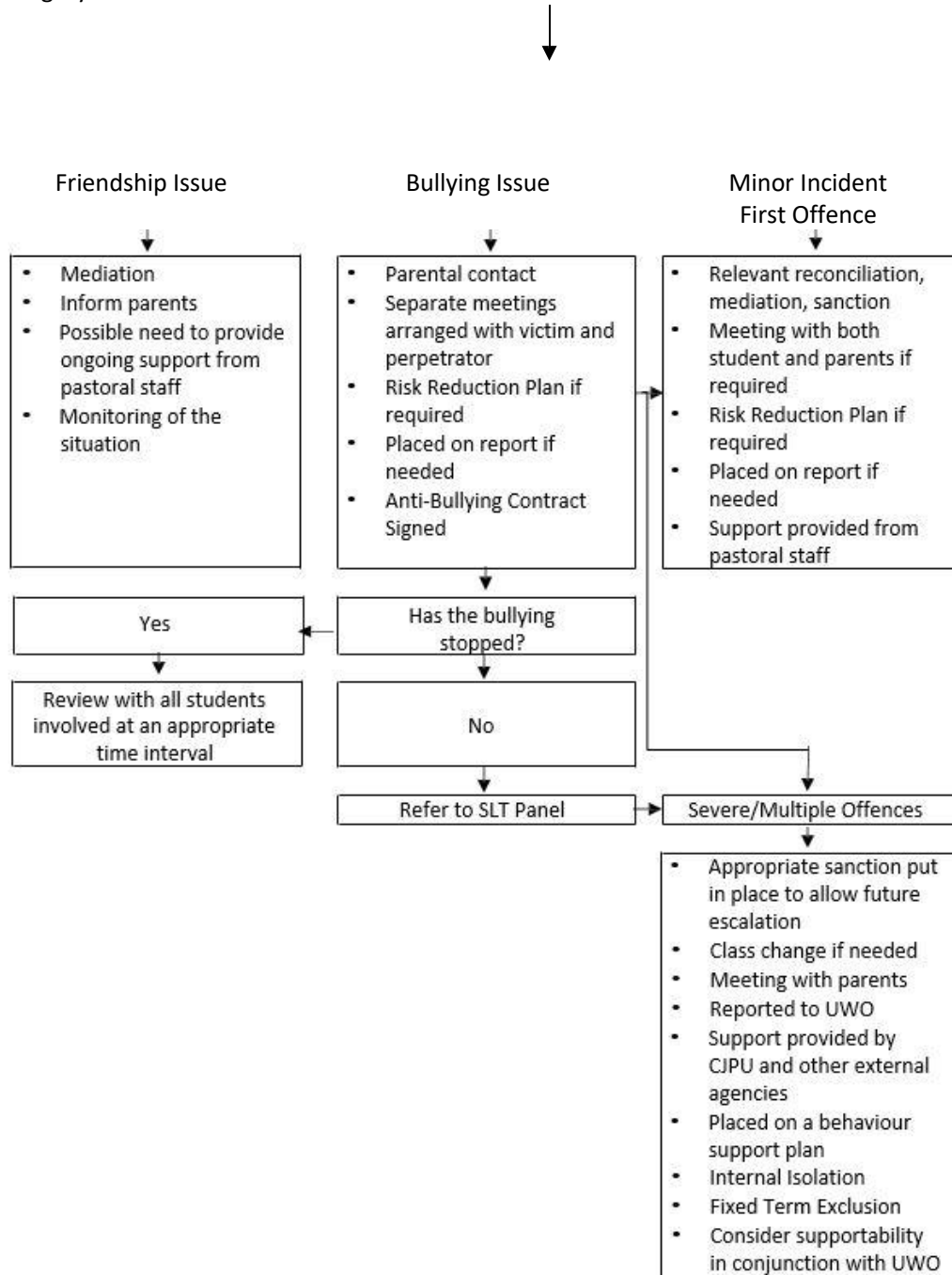
Students, Parents/Carers, Staff and Governors are made aware of the school's Anti-Bullying Policy through a variety of means including:

- The SMSC programme Years 7-13
 - Assemblies, focus days/weeks
 - Group sessions
 - The school's website
- Paper copies are also available on request from School

4. Responding to a Bullying Incident

(Examples of possible actions and sanctions)

Incidences of unpleasant behaviour and/or behaviour of a bullying nature are reported via student, peer, parent or teacher. The details of the incident are explored and recorded on My Concern and dealt with as category



4.1 Incidents outside school

In all but the most serious of cases, the school will aim to deescalate in the first instance. We favour education over recrimination and sanction in situations outside of school, unless to do so would put another student at risk. The philosophy of allowing students an opportunity to reflect and correct is favoured. However, this does not prohibit parental rights to deal with issues outside school by involving external agencies.

5. Monitoring and Evaluation

The effectiveness of the policy will be monitored by key members of staff. Evaluation will be informed by the whole school community including feedback from parents/guardians. The policy will be reviewed annually in the light of these contributions.

6. Important Websites and Organisations Offering Help and Support

If you do want to speak to someone you know but need help and advice you can contact

- www.anti-bullyingalliance.org.uk
- www.kidscape.org.uk
- www.childline.org.uk
- www.nspcc.org.uk
- www.stoptextbully.com
- www.beyondbullying.com
- www.bbclic.com
- www.bullying.co.uk
- www.childnet-int.org
- www.cyberbullying.org
- www.chatdanger.com
- www.thinkuknow.co.uk
- <http://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>