Name of Policy	Anti-Bullying Policy
Scope of Policy	All Students at King's Academy Oakwood and Binfield
Approved by	Executive Principal
Date of Approval	November 2022
Review period	November 2023 - March 2024
Review Date	

Contents

Kings Academy Binfield/Oakwood promotes a safe learning environment where everyone feels able to enjoy and achieve. Success is recognised and rewarded. We aim to keep bullying to a minimum so that all students are able to achieve and enjoy.

Policy Aim

This forms part of the schools overall Behaviour and discipline Policy. The aim of the Anti-Bullying Policy is to ensure that all students, staff and visitors are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation.

We believe that all children and young people have the right to protection from harm, neglect and abuse and that their well-being is of paramount importance. Kings Academy Oakwood/Binfield aims to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence. We want everyone at Kings Academy Oakwood/Binfield to feel safe and happy at school and have the right to support when feeling insecure. King's Academy Oakwood and King's Academy Binfield take bullying very seriously. It is an anti-social behaviour that impacts on everyone. Bullying is viewed as unacceptable and dealt with effectively. Bullying of any kind will not be accepted.

All members of the King's Academy Oakwood/Binfield community have the right to work in a safe and secure environment.

Kings Academy Oakwood/Binfield will:

- Adopt a definition of bullying that is agreed across the school and accepted across the local community.
- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Seek to involve all stakeholders in the implementation and monitoring of this policy.
- Promote positive action to prevent bullying through our PSHE programme and related activities.
- Provide support for all members of the school community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and students to support the implementation of the policy across the school.
- Ensure fair treatment for all, regardless of age, culture, disability, gender, sexuality, or religion. Encouraging an understanding and tolerance of different social, religious and cultural backgrounds.

Definition of Bullying:
Bullying can be defined as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'.
Anti-Bullying Alliance

There may sometimes be a misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they are taken very seriously and must always be dealt with, do not fall within the definition of 'bullying'. To be defined as bullying the actions must be part of an on-going pattern of behaviour against the pupil being bullied.

Types of Bullying:
There are various types of bullying, but most have these three factors in common:
1. It is deliberately hurtful behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying can take many forms. The various types of bullying include:
- Physical – e.g. hitting, kicking, pushing, taking belongings.
- Verbal – name calling, insults, prejudice remarks.
- Emotional – e.g. humiliating someone, names calling, insulting names/comments. victim
- Driven by a prejudice – this could be based on gender identity or sexual orientation, racism or victimising those with SEN or disabilities, children who are looked after, adopted or carers.
- Indirect – e.g. spreading malicious rumours (true or untrue), excluding individuals from social groups, family feuds brought into school.
- Cyber – e.g. text messages, social media posts/messages, gaming, use of photographs/videos.

Cyber-Bullying:
The Education Act 2011 amended the power in the Education Act 1996 to enable a member of the Senior Leadership Team when directed by the Principal to examine and delete files or data, when there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone or device.
If an electronic device has been seized and it is suspected to contain evidence related to an offence, then it may be passed directly onto the police as soon as it is reasonably possible. Material on the device that is suspected to be related to an offence or is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to passing onto the police.

The lives of students who are bullied are made miserable; they may suffer injury, they may attend erratically, they may lose self-confidence. They are likely to underachieve educationally and socially. Many of the outward signs of bullying can be the same as other indicators of abuse such as:
- non accidental injuries (including self-harm)
- low self-esteem, unhappiness, fear, distress or anxiety
- if left undealt with pupils who have been bullied may see bullying behaviour as acceptable. Bullying can have long lasting effects which may affect their adult lives.

In the first instance it is not a requirement for the members of the school to investigate whether bullying is occurring but rather to accept the student's perception and jointly agree a way to move forward with them, which will reduce and ultimately eliminate their difficulties.

Our Anti-Bullying Ethos
What is in place to prevent Bullying?
Kings Academy Oakwood/Binfield aims to prevent bullying by:
- Anti-bullying week
- Anti-bullying tutor activities in the tutor programme
- Anti-bullying assemblies
- Anti-bullying ambassadors (peer mentor scheme linked to the Diana Award)
- Promoting opportunities for students to talk to someone about bullying
- Involve students in discussions about bullying
- Training students about bullying and how to help
- Raising self-esteem
- Providing effective supervision
- Early intervention by staff
- Giving students strategies to avoid bullying
- Dealing with issues related to bullying within the school curriculum
- Anti-bullying audits/student voice feedback
- Promotion of positive social behaviour
- Commitment of staff training in restorative approaches to bullying incidents
- Counselling available for students at risk of bullying or being bullied via ELSA

Kings Academy Oakwood/Binfield will always challenge bullying behaviour for the following reasons:
- **The safety and happiness of students**
  When students are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over a period of time, they are likely to lose self-confidence and self-esteem.

- **Educational achievement**
  The happiness of bullied students is likely to affect their learning. Some students may avoid being bullied by not attending school.

- **If other students observe bullying behaviour going unchallenged**
  They may learn that bullying is a quick and effective way of getting what they want. Students who are being bullied may begin to believe that bullying is acceptable because no action is being taken.

Reporting Bullying

(a) Student (pupil being bullied or witness)
Any student can report an incident of child-on-child abuse via the 'stopbullying.bi@kingsacademies.uk' email address. Which automatically alerts the relevant members of pastoral leadership staff so that action can be taken.
Alternatively students can report a concert to any member of staff who will then use the internal system via the relevant Year Progress Lead. Once an incident is investigated and confirmed as bullying it will then be recorded via the online system (My Concern).
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 friend what has happened straight away.

- 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 someone at home.
- 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 are not your friends.
- Keep a diary about what is happening.
- Take, and keep, screenshots of any relevant messages/social media.

When you are talking about the bully to an adult be clear about:
- What has happened to you and how often it occurs.
- Who was involved and who saw what was happening.
- Where it happened.
- What you have done about it already.

(b) Staff Member

Any member of staff can report an incident of child-on-child abuse via 'My Concern' which is linked as a button on their homepage. All disclosures of child-on-child abuse must be reported via this method as it provides a centralised log which is closely monitored by the pastoral and safeguarding leadership staff.

(c) Parent/Carer

Parents/carers can report any concerns they have directly to their child's form tutor (class teacher in primary) and Year Progress Lead. They can also report any concerns via the stopbullying.bi@kingsacademies.uk. Concerns raised via this email address will be forwarded to the relevant pastoral or safeguarding leadership.

Parents and families have an important role to play in helping Kings Academies Oakwood/Binfield 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 notice that a problem exists. Don't dismiss it, contact the school immediately if you are worried.

Signs to look out for:
- The child becomes withdrawn.
- Deterioration in the child's academic performance.
- Erratic attendance or questionable illness.
- Persistently arriving late to school.
- General unhappiness or anxiety.
- The child wants to remain with adults.

If you child has been bullied:
- Calmly talk to your child about their experience.
- Make a note of what your child says (who, what when, where, frequency).
- Reassure your child that they have done the right thing telling you about the bullying.
- Explain that you will need to pass the information on so that the matter can be dealt with sensitively.

- Phone/email your child's class teacher/Year Progress Lead to make an appointment to see them.
- Don't keep your child at home.
- Outline the problem with the teacher/Year Progress lead informing them of all the information you have.
- Make a note of the agreed actions the school will take.
- Stay in contact with school. Let us know if things improve as well as if things continue.

Remember, the school cannot deal with problems unless we know that a problem exists.

Implementation

Roles and Responsibilities
The Principal is ultimately responsible for the well-being of all students and staff. All students, staff, parents/carers and trustees should be made aware of the policy alongside being raised of the issues associated with bullying in schools.

The Assistant Principal with responsibility for Inclusion has been designated to oversee the wellbeing of students. The Designated Safeguarding Lead (DSL) is responsible for the Safeguarding of all students. Their role includes the following responsibilities:
- To liaise with the Principal on all matters regarding the safeguarding of children.
- To ensure all staff are aware of the contents of the 'Anti-Bullying Policy' and that its procedures are adhered to, through regular training.
- To liaise with appropriate staff to ensure the implementation of whole school initiatives to highlight aspects of bullying, including anti-bullying week.
- To ensure the use of appropriate assemblies/PSHE to highlight aspects of bullying.
- To monitor and record all reports of incidents of bullying.
- To ensure the appropriate staff monitor students involved in bullying and keep parents/carers informed.
- To liaise with police as necessary.
- Students online presence is monitored via Securely and Smoothwall. Any breaches are flagged and dealt with by the relevant member of staff.

School staff have the following responsibilities:
- Staff should be alert to any potential incident of bullying and intervene when instances are noticed/reported.
- Minor incidents of disagreement should be addressed by form tutors/subject teachers/class teachers and dealt with effectively.
- If bullying is suspected or reported, the incident will be dealt with or passed onto the relevant Year Progress Lead/Key Stage leader at the earliest opportunity by the member of staff first involved.
- A clear account of the incident will be recorded and given to the form tutor, Year Progress Lead, class teacher or member of the Senior Leadership Team (SLT), who will agree an appropriate response.
- The Year Progress Lead/Key Stage leader is responsible for clarifying the facts through thorough investigation and taking statements from the bully, any pupils who have been bullied and witnesses.
- The appropriate member of pastoral staff will interview/counsel all concerned and will record the incident.
- The Year Progress Lead/class teacher, having clarified the facts, will inform all parents/carers of the incident, record the incident and liaise with the Assistant Principal with responsibility for Inclusion regarding the consequence and support.
- Measures to stop the behaviour will be used as appropriate and in consultation with all parties concerned.
- Involvement of appropriate outside agencies may be taken.
- Regular monitoring and tracking by the form tutor, class teacher, Key stage lead, Year Progress lead, Pastoral team members or members of the SLT to ensure it is not continuing.

Students have the following responsibilities:
- Report any incidents they are involved in or witness to their form tutor, Pastoral team member, Year Progress Lead, class teacher or member of the SLT.
- Speak to their form tutor, class teacher, Pastoral Team member, Year Progress Lead or member of the SLT if they are concerned about another student's safety or wellbeing.
- Ensuring that previous pupils who have been bullied are not isolated from groups of friends.
- Intervening appropriately when someone is being bullied and making it clear to the bully that their actions are disapproved of.
- Encouraging pupils who have been bullied to join in activities and groups, including discussions during form time and PSHE lessons.

Students are expected to show consideration and respect to all members of the school and local community at all times.

Remember we can only deal with what we know about! Reporting is crucial to effectively deal with any issues.

Students who are victims of bullying will be supported by some of the following:
- A staff group who are receptive to the student's position and feelings, not seeking to take responsibility for action away from the student. Students involved in how best to deal with the situation.
- An offer to immediately discuss the experience with a member of the school community of their choice.
- Counselling via Youth Line and Kooth, support via the Child and Family support worker.
- An offer of support and continuous reassurance for the student.
- Opportunities to restore self-esteem and confidence.
- Safe areas to go to if the student feels vulnerable at particular times of the school day.

Students who have bullied will be supported by some of the following:
- Discussing what happened/why the student became involved.
- Opportunities to discuss their concerns with the Pastoral Team or Year Progress Lead.

Dealing with Bullying

   (a) Investigating incidents of bullying

in the event of an incident of child-on-child abuse being reported, the assigned member of pastoral/safeagurding team will:

1. take a statement from the alleged pupil/s who have been bullied
2. take a statement from all named witnesses
3. take a statement from the alleged perpetrator/s
4. summarise and conclude their findings based on the 'balance of probabilities'
5. liaise and triangulate with pastoral/safeguarding leadership staff
6. sanction the perpetrator in line with the school policy
7. lead a restorative conversation with the perpetrator/s and pupil/s who have been bullied
8. liaise with parents/carers of the student who has bullied and perpetrator/s to communicate the outcomes of the investigation (please note we are not able to discuss personal details of other students or the consequences/sanctions imposed).

(b) Consequences explained

Following an investigation into child-on child abuse, if a perpetrator is established (based on the 'balance on probabilities' if necessary), the following sanctions will be put into place.

	Consequence	Staff Involved
Bullying Behaviour Occasion 1	Educative and Restorative Discussion	Pastoral Support Worker Primary class teacher
Bullying Behaviour Occasion 2 (yellow)	Educative and Restorative Discussion YPL Detention	Year Progress Lead Primary class teacher
Bullying Behaviour Occasion 3 (orange)	Educative and Restorative Discussion Internal Suspension Parental Meeting YPL Detention	Year Progress Lead Primary class teacher and Key Stage Lead
Bullying Behaviour Occasion 4 (red)	Educative and Restorative Discussion Internal Suspension Parental Meeting SLT Detention	Year Progress Lead Primary class teacher and Key Stage Lead
Bullying Behaviour Occasion 5 (red)	Educative and Restorative Discussion Parental Meeting External Suspension	Assistant Principal/SLT

Please note, the consequences are based on a case by case basis, not on a pupil who has been bullied.

Allegations against staff
- King's Academy Oakwood/Binfield believes that all members of the school community are entitled to protection from bullying. Inappropriate behaviour between students and staff will not be tolerated and any concerns or allegations of impropriety will be dealt with quickly, fairly and sensitively through the Concerns and Complaints Policy.
- Any staff disclosing information regarding inappropriate behaviour by colleagues, will be listened to and supported by the Senior Leadership Team in line with the Whistle Blowing Policy.

The Law
Bullying itself is not a specific criminal offence in the UK. Some forms of bullying are illegal and should be reported to the police. These include:
- violence or assault
- theft
- repeated harassment or intimidation
- hate crimes
- threatening behaviour
- send an electronic communication to another person with the intent to cause distress, anxiety or convey a message which is grossly offensive, a threat, or information which is false and known to be false by the sender.

Bullying outside the school premises
The Principal has a specific statutory power to discipline students for poor behaviour outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport or the local community. Where bullying outside school is reported to school staff it will be investigated and acted on. The Principal should also consider if it is appropriate to notify the police. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms listed in our definition of bullying. It will be challenged by staff and recorded/monitored on Class Charts. if the derogatory language relates to one of the protected characteristics the incident is logged on My Concern. Appropriate actions and consequences will be taken for students and staff using any such language. Staff are also encouraged to challenge the casual use of derogatory language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. All prejudiced-based incidents are taken seriously and recorded and monitored by the school, with the Principal regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps prevent bullying as it enables targeted anti-bullying interventions.

Links with other policies

This policy is linked directly with the following policies:
- Behaviour for learning policy
- Safeguarding policy
- Equal opportunities
- Suspension policy
- Attendance policy
- Recruitment and selection policy
- Concerns and Complaints policy
- Whistle blowing policy
- Teaching and learning policy
- PSHE policy
- Online Safety policy

Evaluation and Monitoring

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth.
Monitoring of the policy will involve consideration of the following data; any reduction in the number of incidents referred for attention; monitoring individual pupils who have been bullied/bullies with a view to improved circumstances; positive feedback from parents/carers, students and staff. Monitoring of the student's willingness to report instances of concern.; tracking of incidents to inform future decisions on availability of network and infrastructure that can access the internet.

Appendix 1 – Examples of Homophobic, Transphobic and Biphobic Bullying/Language

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying may be targeted at students who are, or who are perceived to be, lesbian, gay or bi. It can also suggest that someone or something is less worthy because they are lesbian, gay or bi. Homophobic bullying is also often targeted at students who have lesbian, gay or bi family members, and students who do not conform to gender stereotypes or are seen to be 'different' in some way.

Homophobic language This could be the casual derogatory use of the word 'gay' to mean something negative or the use of explicit homophobic terms.

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at students who are openly bisexual, those who are questioning their sexual orientation, or students who are suspected of being bisexual. Biphobic bullying may target students with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase.

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people.

Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes.

Sexist language There are often similarities between homophobic, biphobic and transphobic bullying and sexist language, bullying or attitudes. Sometimes a language or bullying incident may fit into more than one category.

Further details and help/support can be found at:
https://www.stonewall.org.uk/help-and-advice

Appendix 2 – Cyber bullying
www.net-aware.org.uk

Supporting parents and carers

We know that being online is a great way for children and young people to keep connected with friends and family at the moment, but being online more often can also increase exposure to risk.

Online safety measures - Children may ask for their parents' login details or use parents' devices to download or access apps. Explain to parents how they can set up parental controls and password-protect their devices.

Children may set up new social media profiles to keep in touch with friends, family or peers. Explain to parents how to set privacy and security settings on social media to prevent personal information being shared with strangers.

Keep talking - With children using new apps to communicate during the pandemic, it's important that parents and carers continue to have regular conversations with children about what they are doing online and what social networks, apps and games they are using. They should listen to any worries or anxieties their children may have and let them know they can always come to them about anything.

Appendix 3 – useful links

NSPCC & O2 advise for online safety and bullying	www.net-aware.org.uk
Bullying advice and support	www.childline.org.uk www.anti-bullyingalliance.org.uk www.nspcc.org.uk www.beatbullying.org
Advice around sexual orientation and identify	www.Stonewall.org.uk
Online safety	www.saferinternet.org.uk www.childnet.com
Kooth Online mental health and well-being community	https://www.kooth.com/

Further help and support

If you're a child or young person and want to take, contact Childline online or call 0800 1111
Anyone who's worried about online grooming or sexual behaviour online can contact CEOP
www.ceop.police.uk/safety-centre
if you discover ant criminal content when online you should report it to the Internet Watch
Foundation
www.iwf.org.uk

Appendix 4: Bullying Behaviour Contracts:

Bullying Behaviour Occasion 2	
Student Name	
Tutor Group/Class	
Date of Meeting	
Educative Discussion Staff Involved	

- I now understand what bullying is and that my behaviour has been identified as bullying.
- In the future I will ensure that my behaviour is kind and respectful to all students within the school community.
- I understand that if I repeat this behaviour to any student within our school community it will be classed as bullying.
- I understand that my bullying behaviour will not be tolerated and will result in an internal suspension and YPL detention should this happen again.

Signed Student:	
Date:	
Signed Staff Member:	
Parent/Carer informed by:	

Bullying Behaviour Occasion 3

Student Name	
Tutor Group/Class	
Date of Meeting	
Educative Discussion Staff Involved	

- I have shown bullying behaviour towards another student within our school community for a third time.
- I am in control of my behaviour and understand that this must not happen again.
- In the future I will ensure that my behaviour is kind and respectful to all students within the school community.
- I understand that if I repeat this behaviour to any student within our school community it will be classed as bullying.
- I understand that my bullying behaviour will not be tolerated and will result in an internal suspension and SLT detention should this happen again.

Signed Student:	
Date:	
Signed Parent/Carer:	
Date:	
Signed Staff Member:	

Bullying Behaviour Occasion 4	
Student Name	
Tutor Group/Class	
Date of Meeting	
Educative Discussion Staff Involved	

- The behaviour I have shown is bullying.
- I recognise this is the fourth occasion I have shown this bullying behaviour.
- I understand my behaviour is completely unacceptable.
- I understand that if I repeat this behaviour to any student within our school community it will be classed as bullying.
- I understand that my bullying behaviour will not be tolerated and will result in an external suspension should this happen again.
- I understand that I will receive an external suspension for every occasion I repeat this bullying behaviour.

Signed Student:	
Date:	
Signed Parent/Carer:	
Date:	
Signed Staff Member:	

Bullying Behaviour Occasion 5	
Student Name	
Tutor Group/Class	
Date of Meeting	

Educative Discussion Staff Involved	

- The behaviour I have shown is bullying.
- I recognise this is the fifth occasion I have shown this bullying behaviour.
- I understand my behaviour is completely unacceptable.
- In the future I will ensure that my behaviour is kind and respectful to all students within the school community.
- I understand that my bullying behaviour will not be tolerated and will result in an external suspension should this happen again.
- I understand that I will receive an external suspension for every occasion I repeat this bullying behaviour.

Signed Student:	
Date:	
Signed Parent/Carer:	
Date:	
Signed Staff Member:	