

DIOCESE OF  
**ST ALBANS**  
MULTI-ACADEMY TRUST

# Anti-bullying Policy



## Kensworth CE Academy

Date adopted	January 2018
Head teacher signature	
Academy Council signature	

This policy is a mandatory policy for all DSAMAT Academies and will be implemented with agreed local amendments.

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## 1. Introduction

This policy explains the academy's approach to dealing with bullying and how the academy promotes positive relationships between people.

It also covers how the academy handles bullying.

This policy is written to reflect the Christian character of the academy and its Christian ethos and values.

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our academy is a place where everyone should be able to flourish in a loving and hospitable community.

Our school exists to provide high quality education for each child within a caring and supportive ethos.

We believe in a well structured and positively challenging foundation for spiritual and academic growth within a caring, family atmosphere.

Our purpose is to offer a holistic approach to high quality education where each individual is valued, supported and challenged in a caring community.

### 1.1 Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the academy community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the academy's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

## 2. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole academy community and its secure and happy environment.

The nature of bullying can be:

- Physical (hitting, kicking, pushing or inappropriate/unwanted physical contact).
- Verbal (e.g. name calling, ridicule, comments).
- Cyber (e.g. messaging, social media, email).

- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours).
- Visual/written (e.g. graffiti, gestures, wearing racist insignia).
- Damage to personal property.
- Threat with a weapon.
- Theft or extortion.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

### 3. Reporting bullying

All behaviour incidents are reported on the incident report forms, found in the staffroom or on the teacher shared area. All forms are to be handed to the head teacher to be filed in the behaviour monitoring log and a copy to be retained by the class teacher. Trends are monitored by class teachers as well as the SLT each month.

#### 3.1 Reporting – roles and responsibilities

- Staff: In our academy we make it clear that all staff have a duty to challenge bullying (including homophobic, biophobic and transgender bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the academy's efforts to prevent bullying.

The lead staff are: Mrs O Bates and Mrs C Harrison

- Senior staff: the Senior Leadership team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the academy upholds its duty to promote the safety and wellbeing of young people.

Senior leaders for anti-bullying are: Mrs O Bates and Mrs C Harrison

- Parents/carers: Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.

Parents and carers should report any incidents of bullying to: Mrs O Bates and Mrs C Harrison.

Pupils: In our academy we make it clear that pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying – they should offer support to the victim and encourage them to report it.

#### **4. Responding to bullying**

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on an incident reporting form.
2. Designated academy staff will monitor incident reporting forms analysing the results.
3. Designated academy staff will produce termly reports summarising the information which the head teacher will report to the Academy Council.
4. Support will be offered to the target of the bullying from the class teacher and/ or potentially through the use of the Nurture support team.
5. Staff will proactively respond to the bully who may require support from the class teacher, or potentially through the use of the Nurture support team.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as Police or Local Authority) need to be involved, particularly when actions take place outside of the academy.

#### **5. Bullying outside of the academy**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of the academy. Bullying can take place on the way to and from the academy, before or after school hours, at the weekends or during academy holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the academy day. Staff, parents and carers, and pupils must be vigilant to bullying outside of the academy and report and respond according to their responsibilities outlined in this policy.

## 6. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on incident reporting forms and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

## 7. 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. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the Diocese of St Albans Multi Academy Trust and Academy Council. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

## 8. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our academy vision is at the heart of everything we do and ensures that all members of the academy community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The Personal Social Health Education programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle time after lunch provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the academy.

- Pupils are continually involved in developing academy-wide anti-bullying initiatives through consultation with their class and reporting to School Council.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

## 9. Training

The head teacher is responsible for ensuring that all academy staff (including teaching assistants, chaplains, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

## 10. Advice and guidance

### Anti-bullying resources and guidance

**Department for Education** guidance on preventing and tackling bullying  
[www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying](http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying)

**Devon Children's Trust Partnership and Devon County Council** produced a helpful guide to prevent and respond to prejudice related bullying.  
[www.devon.gov.uk/j4s-bullyingprejudiceinfo.pdf](http://www.devon.gov.uk/j4s-bullyingprejudiceinfo.pdf)

**UNESCO** guidance on school violence and bullying, including homophobic and transphobic violence. <https://en.unesco.org/themes/school-violence-and-bullying>

**Stonewall** have many education resources for primary and secondary schools to help tackle HBT bullying and support LGBT pupils.  
[www.stonewall.org.uk/our-work/education-resources](http://www.stonewall.org.uk/our-work/education-resources)

**Educate and Celebrate** is an Ofsted and DfE recognised best practice programme that provides staff, pupils, parents and governors with strategies to implement an LGBT+ Inclusive curriculum to successfully eradicate homophobia, biphobia and transphobia.  
[www.educateandcelebrate.org](http://www.educateandcelebrate.org)

**Diversity Role Models** deliver workshops in primary and secondary schools to tackle HBT bullying. They also offer staff and governor training. [www.diversityrolemodels.org](http://www.diversityrolemodels.org)

**Kidscape** provides children, families and carers and professionals with advice, training and practical tools to prevent bullying and protect young lives. [www.kidscape.org.uk](http://www.kidscape.org.uk)

The Anti-Bullying Alliance supports learning and shares best practice. They also provide programmes and raise awareness through Anti-Bullying Week.  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

### Online safety

**Childnet International** has developed resources on e-safety for young people of all ages,

parents/carers and teachers. [www.childnet.com](http://www.childnet.com)

**Digizen** provides resources and information on responsible digital citizenship including guidance on cyberbullying and social networking. [www.digizen.org](http://www.digizen.org)

**Thinkuknow** provides information and advice for children, parents/carers. Teachers and other education professionals. [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Most social networking sites have their own safety and reporting centres. **Child Exploitation and Online Protection (CEOP)** tackles child abuse on the internet. This website allows parents/carers and young people to make reports of abuse online. [www.ceop.police.uk](http://www.ceop.police.uk)

### **For LGBT young people**

**R U Coming Out** is a website where LGBT share their coming out stories. [www.RUcomingout.com](http://www.RUcomingout.com)

## **11. Monitoring and Review**

- 11.1 This policy forms part of the Diocese of St Albans Multi Academy Trust suite of policies. Policy formats are centrally generated and locally amended. The Trust has delegated to Kensworth CE Academy the responsibility for the local implementation and monitoring of this policy. The Trust will approve all major changes to this policy. The policy will be promoted and published throughout the Trust.
- 11.2 The head teacher of Kensworth CE Academy is responsible for monitoring the policy on a day-to-day basis. The head teacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.
- 11.3 The head teacher is responsible for reporting to the Diocese of St Albans Multi Academy Trust and Academy Council on how the policy is being enforced and upheld, via the termly report. The Multi Academy Trust is in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-academy monitoring such as learning walks and focus groups with pupils. If further improvements are required, the policy and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months or if there are changes to the relevant legislation.