

Kingsley Academy

Anti Bullying Policy

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Introduction

Every child should be able to learn in our school environment free from bullying of any kind and they should feel safe and supported. Kingsley Academy has a **ZERO TOLERANCE** approach to bullying.

No child deserves to suffer the pain and indignity that bullying can cause. Kingsley Academy recognises the negative impact bullying has on educational experiences and the wider development of so many of our children and young people in Britain today. Bullying has no place anywhere in our school community, and this applies both to the bullying of students and teachers. Providing a safe and happy place to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of our learning community.

Aims

Kingsley Academy takes an active approach to promoting good behaviour, respect for others and tackling all forms of bullying – including prejudice driven bullying and cyber-bullying. School staff with the support of parents, the wider community, the local authorities and young people themselves, need to take effective action to prevent bullying from happening. A preventative approach helps our academy to safeguard the well-being of the students and staff as well as playing their part in creating a society in which we all treat each other with dignity and respect.

When bullying does occur, Kingsley Academy responds promptly and firmly. We apply disciplinary sanctions as necessary. We work with bullies so that they are held accountable for their actions and accept responsibility for the harm they have caused.

Kingsley Academy, through our policies and more importantly through our actions, our pastoral care and our schemes of work, we send a strong message to all that bullying is not acceptable in our academy. Students at Kingsley Academy know that they do not need to “suffer in silence”. All staff and students have the tools and confidence they need to prevent and tackle bullying whenever and wherever it occurs and confidence in the readiness of the academy’s senior leadership team, the whole learning community and parents/carers to support them in doing this.

Bullying

Bullying is the willful conscious desire to hurt, threaten or frighten or exclude somebody. To be bullied, action must be persistent rather than on a single occasion. “Behaviour which can be defined as the repeated attack, physical, psychological, social or verbal, by those in a position of power, which is formally, or situation defined, on those who are powerless to resist, with the intention of causing distress for their own gain or gratification.”

Physical Bullying

- To use superior strength, size or numbers to force one's will onto another, against their wishes.
- Verbal Bullying - Can be in the form of: Persistent teasing, name-calling, taunting,

intimidation, exclusion from a group, forcing another to act against their will, damaging, hiding or stealing another person's equipment, property or belongings.

Cyber-bullying

Cyber-bullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Who experiences homophobic bullying?

- Young people who are lesbian, gay or bisexual
- Young people who are thought to be lesbian, gay or bisexual
- Young people who are different in some way may not act like the other boys or girls.
- Young people who have gay friends, or family, or their parents/carers are gay.
- Teachers who may or may not be lesbian, gay or bisexual.

Bullying around race religion and culture

Kingsley Academy is at the heart of a tolerant and diverse community. Racism and bullying have no place. Every child deserves respect and a safe learning environment whatever their racial or religious background and every child needs to learn that modern British society values diversity and mutual respect. We also know that racist bullying is an aspect of bullying that some schools find particularly challenging.

The law recognises the seriousness of abuse and attacks that are motivated by racism. Schools, like all public bodies, have a duty at law to promote race equality. We offer the following definition of racist bullying: "The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status".

Bullying related to special educational needs and disability

'Every child is unique – in characteristics, interests, abilities and needs; and every child has the ability to enjoy his or her rights without discrimination of any kind.' (Thomas Hammarberg, 1997) Bullying is one of the most damaging forms of discrimination. This guidance provides advice on dealing with bullying involving children with special educational needs (SEN) and disabilities. It is designed to help to:

- Support learners with SEN and disabilities.
- Understand, prevent and respond to bullying of children with SEN and disabilities.
- Eliminate disability-based discrimination and harassment.
- Develop a ZERO TOLERANCE ethos and by doing so raise achievement and

- participation in safe, positive environments.
- Meet legal safeguarding obligations and comply with the Disability Discrimination Acts and other legislation.
- Build on the requirements of the SEN Code of Practice.
- Uphold the fundamental human right of children to be free from abuse.

SEN and disability

Two main definitions are used to inform decisions about supporting children with SEN and disabilities. They are:

- The Disability Discrimination Act 1995's definition of a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

- The special educational needs definition of children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

All Students who attend Kingsley Academy have a statement of Special Educational Needs or an Education Health and Care Plan. Children with SEN and disabilities may.

- be adversely affected by negative attitudes to disability and perceptions of difference
- find it more difficult to resist bullies
- be more isolated
- not understand that what is happening is bullying
- have difficulties telling people about bullying

Bullying will not be tolerated and will always be followed by an immediate and appropriate response. Any kind of bullying is unkind, thoughtless, selfish and undesirable and will not be tolerated.

Raising Awareness of Bullying

Application of academy Values throughout the academy.

- Through the curriculum, PSHE lessons, assemblies, work with class groups and Anti-Bullying Alliance initiatives, NSPCC etc.
- Staff training
- Peer training and mentoring

Following a report on Bullying

If a member of staff believes that bullying is taking place, they should allow the victim to talk whilst reassuring the learner that the school will deal with it sensitively but firmly.

- The member of staff must refer any incidents of bullying to the Assistant Head or Headteacher.
- the Head/Assistant Head and decides on action to be taken.
- talks with the victim.
- ask victims to communicate their version of events.
- talks with alleged bully
- informs the parents of both parties
- try to resolve the problem through counselling/talking.
- If the allegation is proven and serious, the Head Teacher may take disciplinary action.
- can provide support for the victim via their tutor or external agencies.
- Head/assistant Head monitors the situation on an ongoing basis
- All involved should record the incident and action taken

- Guidance advice to the victim and protagonist. To the victim: revenge is not appropriate. Report future fears and incidents to an appropriate adult. Reconciliation or avoidance should be considered.
- To the student: behaviour is unacceptable. It is recognised as designed to cause distress. Serious sanctions may follow. Reconciliation or avoidance should be considered.
- To the parents: do keep the academy and staff informed by asking their child to tell the tutor or inform the academy as soon as possible. Reassure that the academy does its best to resolve all cases.
- Sanctions - Parents informed. Students withdrawn from social time at lunch/break times, or in more serious circumstances suspension or permanent exclusion.

The aims of the academy's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate, and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Preventative strategies include:

- effective school leadership that promotes an open and honest anti bullying ethos
- use of curriculum opportunities (in particular, PSHE classes can be used to discuss issues around diversity and draw out anti-bullying messages).
- use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November each year).
- engaging students in the process of developing the school anti-bullying policy and promoting open and honest reporting.
- improving the learning environment, looking in particular at staff supervision patterns; the physical design of the building(s); and joint work with partners such as transport service providers.
- The academy undertakes to target their attention on key times and locations where bullying is more prevalent; and works with students to establish when and where those times and locations are.

Any disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he/she has done is unacceptable.
- deter him/her from repeating that behaviour; and
- signal to other students that their behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold students who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

Kingsley Academy is mindful of the need to review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects the anti-bullying policy and practice of the academy. Where specific training needs have been identified for members of staff, the Head Teacher will ensure that those members of staff have access to advice, training and development opportunities appropriate to their needs.