



**Knole Academy  
Creativity in Learning  
Confidence to Achieve**

**ANTI-BULLYING POLICY**

**JUNE 2022**

**Safeguarding:**

The safeguarding of children and young people underpins the work of the academy and must be adhered to as a prime responsibility.

**Equality:**

Knole Academy is committed to providing all staff, students, parents, visitors and members of the wider community using the sites with equality of opportunity regardless of their race, gender, disability or religion. All policies are screened for their impact on equality and issues are addressed if they arise. Knole Academy will provide special consideration on an individual basis if anyone is considered to have a specific special need. Any parent who feels that their child has such a need should contact the relevant Pastoral Leader in the first instance to explain their concerns.

This policy, and its associated procedures and protocols, is based on these key principles.

"Providing safe and happy places 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 the school community."  
(DfE, 2007).

### **Policy Aims and objectives**

- All students, parents, staff and governors should have an understanding of what bullying is.
- Staff and governors should follow the school policy when bullying is reported or suspected.
- All students and parents should know what bullying is and inform a member of staff if bullying arises.
- The Academy will always take bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying.

This policy will:

- Develop greater levels of happiness and security at school
- Ensure support for the victims of bullying and people who bully
- Prevent the victimisation of any student attending Knole Academy

### **Definitions**

Our agreed definition of bullying at Knole Academy is as follows.

#### **Bullying is:**

- Deliberately hurtful behaviour
- Repeated over a period of time
- Upsetting to the person who is being bullied

It is important that bullying is not confused with social conflict such as the usual friendship issues and arguments where individuals "fall out" with one another.

#### **Bullying can take many forms but the main types are:**

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures

- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic or biphobic – because of, or focusing on the issue of sexuality
- Transphobic - the fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or who are perceived to be, trans.
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.

**There are a number of important reasons for challenging bullying behaviour:**

- To help everybody develop good social skills
- To improve the safety and happiness of students
- To improve educational achievement
- To help people who bully to be more understanding of those around them
- To be a caring academy
- To prevent persistently bullied students being depressed as young adults
- To raise the self-confidence of victims of bullying and help them to develop the skills to deal with bullying behaviour

**Addressing Bullying:**

To deal proactively with bullying to try and prevent bullying from happening we will:

- Ensure that staff act as positive role models, challenging bullying behaviours and reporting it
- Train members of staff about what bullying is and how to prevent it
- Use the Relevance Curriculum, RPE and Citizenship to teach students about what bullying is and the harm it causes
- Address bullying issues in assemblies
- Participate in the national Anti-Bullying Week initiative
- Ensure that staff are aware of students who are more vulnerable to bullying
- Work with external agencies where appropriate, to tackle bullying both proactively and to support victims of bullying and students who perpetrate bullying
- Ensure that peer on peer abuse is taken seriously

- Use safeguarding procedures to address bullying where criteria for a safeguarding concern are met

### **Our Commitment**

The governors and staff of Knole Academy make a commitment to all our young people that all reported incidents will be taken seriously and dealt with sensitively. They will be followed up with necessary action and support

### **Addressing Bullying**

We have adopted a three-point Code of Practice aimed at students, staff and parents to enable the school to achieve these aims.

#### **1. Students' Action**

If you think that you are being bullied, according to our definition, then you should:

- Remember that bullies always tell you not to tell anyone - this is how they keep their power so ignore them and tell someone, preferably your form tutor
- If you do not feel comfortable telling your form tutor on your own, you can ask one of the following people to help you
  - Your friend
  - A peer mentor
  - Another trusted member of staff
  - Your parent/carer

It is also a good idea to:

- Keep a confidential diary of what the bully has said and done, to show to your form tutor.
- Stay away from the bully as much as possible
- Assertively but politely tell the bully that you do not like what they are doing and that you wish them to stop
- Stay in areas staffed by teachers whenever and wherever possible.

Finally, if you see bullying - go and report it as soon as possible

**Remember -**

**Knole Academy aims to be a bully- free zone**

**Knole Academy is a 'telling school' - there is an expectation that students will report wrongdoing if they witness it**

#### **2. Parents' and Carers Action**

- Encourage your child to talk to you about their school and social life
- Feel free to discuss any concerns with members of staff, particularly your child's form tutor - even minor problems can be distressing to your son/daughter
- Watch your child for signs of distress
- Listen to your child and take seriously any reports of bullying
-

### **If your son/daughter has told you that he/she is being bullied**

- Contact your child's form tutor via telephone or email
- Tell them the facts of your concern
- Work with the school to develop strategies to support your child – this could include sanctions against the bully, restorative justice, mediation and contracts as well as wellbeing support
- Contact your child's Head of Year if the matter has not been resolved to your satisfaction
- Please remember that we cannot discuss action taken against any young person other than your own child

### **If your son/daughter is responsible for the bullying**

- Do not ignore it
- Make it clear that such behaviour is not acceptable
- Contact the school to inform us of your child's behaviour
- Work with the school to develop strategies to change his/her behaviour
- If we work together in an open and honest way such behaviours can change

## **3. Staff Action**

### **Teaching staff**

If you suspect that a child is being bullied or if you have an incident reported to you:

1.

- Talk to the student about it
- Listen
- Offer support
- Do not ignore it
- Do not tell the student to ignore it

2. Alert the form tutor verbally as soon as possible and then give him or her written notes of your conversation with the student within 24 hours – this can be in form of an e-mail.

3. If the incident happened in a lesson, you should also involve your subject leader and use your usual departmental discipline procedures.

### **Form Tutor**

STAGE 1      Speak to the student who has complained of being bullied on the same day as you become aware of the bullying and arrange a time when you can speak in detail to the student about it - this must be within 24 hours of the time when you were informed of what happened.

STAGE 2      Ask the student to write down what has happened. This can be done before the meeting and can form the basis of the conversation you will have with the student.

STAGE 3      In the meeting with the student, use the definition of bullying, as agreed by all staff and students, to decide if this is a bullying issue or not.

- i. If you both decide that it is not bullying (e.g, it is a one- off incident) decide on how the student and you need to act to ensure that it does not become bullying. You should ensure that you follow the school discipline procedure.

- ii. If you both agree that it could be bullying, use the following procedure.
- iii. Once the bullying has been resolved set aside some time to go through the impacts with the victim and perpetrator

Speak to the person who is accused of bullying to hear their side of the story.

- i. If you decide that this is a friendship problem, not bullying, then agree a strategy with all the students involved, and monitor it regularly. Notify parents if necessary.
- ii. If you decide that it is a case of bullying:

#### **LEVEL ONE**

##### **For a first offence:**

- The student who has been bullying should be spoken to by their form tutor
- Parents should be telephoned where appropriate
- The incident should be recorded on SIMS – as a behaviour point and the type of bullying noted
- The Head of Year should be informed.

#### **LEVEL TWO**

##### **For a second offence:**

- The student who has been bullying should be spoken to by the Head of Year. This should take the form of a restorative justice interview and should result in the student agreeing what action he or she can take to put things right
- A letter or e-mail, which is signed by the Head of Year, should be sent home explaining what has happened and the action taken. This could be done via a telephone call.
- The student must sign a contract outlining how they will treat fellow students in the future. A copy of the contract should be included in the letter to parents.
- The Head of Year and the form tutor should decide if a punishment is appropriate. The punishment could be service to the school, detention, or isolation. In the case of severe bullying it may be necessary to exclude the student.
- The incident should be recorded on SIMS in the student's discipline record and be allocated 1 point. The type of bullying should be noted.

#### **LEVEL THREE**

##### **For further offences:**


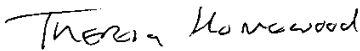
- The parents should be contacted by the Year Leader and asked to come into school for a meeting. The harm being caused by their child needs to be clearly explained at the meeting. The parents should also be listened to to see if the reason for their child bullying can be identified. There should be a written record of the meeting.
- Parents, student and Head of Year need to agree a strategy to move forward. This strategy needs to consider, when and where bullying tends to take place, which students are being bullied and how many. It may be necessary to arrange for the bullying student to be supervised at break and lunchtimes, or to be taken away from the school site altogether during unsupervised time. Changing the form or teaching group of the student who is bullying may also be necessary.

- A punishment should also be agreed at this meeting. The punishment could include fixed term or permanent exclusions. If it is decided that a fixed term or permanent exclusion is required, then the Headteacher **MUST** be consulted.
- Each incident should be recorded on SIMS in the student's discipline log. The type of bullying should be indicated in each case.

**For more serious offences:** Serious cases of physical or emotional bullying may skip level one and move straight to level two or three.

All allegations of bullying **MUST** be investigated at least to stage 2 in the procedure - no matter how often the student complains, or how trivial the complaint appears to the staff member concerned.

NB - The form tutor of the student who has been bullied should take the lead in an investigation of bullying.

Approved by the Full Governing Body on:	01.07.22		
Review Date (Review by the Governors Teaching and Learning Committee)	<i>Every three years</i>		
Signed Headteacher		<b>Print name</b>	Mr David Collins
Signed Chair of Governors		<b>Print name</b>	Miss Theresa Homewood