



# **Kingsmead School**

## **Anti-Bullying Strategies**

### **Linked to the JT MAT Anti-Bullying Policy**

Audience: Staff/Governors/Parents

Status: Statutory

Date of Issue: 2020

Date of Governor Approval: March 2020

Frequency of Review: Annually

Post Holder responsible for Review: Assistant Headteacher and Designated Safeguarding Lead (Mrs. D. Pritchard)

Link with Governance: Learning & Standards

Date of Review	April 2023
Date of Next Review	April 2024

# Kingsmead School Anti-Bullying Strategy

## Statement of Intent

Kingsmead is a school which is ambitious for all its learners and committed to ensuring that every child is safe, happy and able to fulfil their potential. At Kingsmead, we aim to provide learning experiences which focus on **challenge** and engagement, we celebrate **achievement** and aim to create **pride** in our successes. Our main aim is to eliminate all types of bullying so all students are able to achieve all of the above.

## Kingsmead Philosophy

The promotion of diversity and inclusion is the responsibility of all members of our school. It is expected that we will all contribute to ensuring Kingsmead continues to be a safe, welcoming and a respectful environment, where there is equality of provision, fostered in an environment of mutual respect and dignity.

We believe our value is in understanding that each individual is unique, recognising and appreciating our differences and commonalities to embrace the concept of diversity, acceptance and respect. Anti-bullying also has links within the Safeguarding, Online safety, and Rewards and Sanctions strategies.

## Aims and Principles

At Kingsmead School we aim to:

- Through Kingsmead “Shield & Shelter” (SAS) programme (see Appendix 1) we aim to promote diversity and inclusion to eradicate completely all form of bullying.
- Raise awareness of all varieties of bullying and promote the building of positive relationships, diversity and inclusion through mutual respect
- Have a consistent and systematic approach to all tackling all types of bullying through our SAS programme.
- To eradicate all instances in which students and/or staff are subjected to bullying in any form.
- To establish appropriate means of providing after-care through SAS should an incident of bullying occur and to educate students who are bullying into different ways of behaving.
- To ensure that all students, parents, staff and governors are aware of this policy and fulfil their obligations.
- To work with the young people and find a resolution for their actions through SAS and restorative practices.
- To work alongside the other policies of the school such as behaviour, acceptable use of ICT and safeguarding
- Develop and disseminate good practice;
- Ensure fair treatment of all, regardless of age, culture, disability, gender, religion or sexuality and encourage understanding and tolerance of different social, religious and cultural backgrounds.
- Log and track all incidents of bullying through “My Concern”

## **Definition**

Bullying is 'the use of persistent aggression whether verbal, physical or cyber with the intention or consequence of hurting or humiliating another person, whether it be student or staff.'

Bullying results in pain and distress to the victim.

Bullying can take the following forms;

- Verbal – Insults, nasty comments, name calling, sarcasm
- Physical – pushing and shoving, kicking and other physical damage to person or belonging
- Indirect – peer pressure, rumour spreading, isolation, gossiping behind the target's back
- Emotional – cruel behaviour intended to be hurtful, exploiting what was learned in a close friendship for example
- Cyber – via mobiles or any electronic device, misuse of messaging or images, chatrooms, threats, calls or videos. Sexting – sending or receiving sexually explicit texts images or videos
- Initiation/Hazing – a form of initiation ceremony which is used to induct newcomers into an organisation/gang.

Bullying can be prejudice driven, associated with views about:-

- Race, religion and culture
- Gender
- Disability
- Sexual orientation (homophobia)
- Appearance

## **Prevention of bullying**

### **Anti-bullying procedure for parents:**

The School believes in working in partnership with students and parents. You can trust us to always act in the best interests of your child. Please feel free to make an appointment to discuss your child's progress at any time.

Parents play a vital role by:

- Stressing to students the importance of social behaviour and that it is never appropriate to use physical violence, verbal or cyber abuse
- Report any misgivings they have concerning bullying through our grievance process
- Actively endorse and support the Anti-bullying Strategy

If as a parent you suspect that their child is being bullied, you should:

- Talk to your child and try and find out what the problem is
- Contact the School and request an appointment to see your child's Progress or Assistant Progress Leader via the relevant Key Stage Hub.
- Ask your child to collect a grievance form from the Progress Hub and support your child in its completion
- Email [sas@kingsmeadschool.net](mailto:sas@kingsmeadschool.net) where a member of the SAS team will get back to you within 24 hours and speak to the students concerned

Once this has been completed:-

- The SAS team will instigate the SAS programme and begin restorative approaches.
- You will be contacted and updated on the details of the situation. ☐ The problem will be discussed, including resolution and actions taken ☐ Follow up plans will be put into place.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Staff and parents alike should be aware of these possible signs and that they should investigate a child:

- Becomes concerned about travelling to and from School
- is unwilling to go to School or begins to truant or feels ill in the morning
- has changes in attitude, behaviour or manner
- changes in behaviour e.g. becomes withdrawn, anxious, aggressive or loss of personality
- withdraws from social groups or isolates themselves
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- begins to do poorly in school work
- has possessions, including clothes, which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained or bruises
- comes home hungry (money/lunch has been stolen)
- is bullying other children or siblings
- stops eating
- starts to lose confidence
- is frightened to say what's wrong
- gives improbable excuses for any of the above or is not forthcoming with responses
- is afraid to use the internet or mobile phone

- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Procedures for Students**

1. Report bullying incidents to any member of staff or email sas@kingsmeadschool.net who will listen and respond in a controlled manner. You should report the incident if you are worried about someone else. Collect a grievance form from the Progress hub, complete with your parents and return the following day.
2. The bullying behaviour or threats of bullying must be investigated and the behaviour stopped quickly. Staff will assess the situation and refer or respond according to agreed procedures. This will include a range of approaches.
3. In cases of serious bullying, the incidents will be recorded by staff and placed in your file. They will be referred to in any reports that we have to write about you.
4. The bully (bullies) will go through the SAS programme or restorative practice. Other consequences may take place, in accordance with the behaviour policy. The students will be reconciled through SAS.
5. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem. Students may be asked to sign a behaviour contract and/or be called before School governors. The school will use the sanctions outlined in its rewards and sanctions strategy. These may include fixed term or even permanent exclusion.
6. If necessary and appropriate, police will be consulted
7. An attempt will be made to help the bully (bullies) change their behaviour through SAS.
8. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated behaviour does not take place.

Incidents of bullying are recorded, monitored and procedures are evaluated through 'My Concern'. The data will be used to develop further strategies and effect changes to the School environment where necessary.

In order to assess the effectiveness of this Strategy, the following standards will be used as a means of measuring performance and success:

- variations in number and types of reported incidents over a given period for all year groups
- individual incident returns, including nil returns for given periods for different age groups

### **Kingsmead's actions to prevent bullying**

- Kingsmead has a dedicated team of mentors called SAS and they all work within the SAS team. All SAS members wear dedicated SAS badges around school. This can be used for victims of bullying and for those who wish to report a bullying incident that may be occurring on someone else.

- Students, parents and staff alike can also email [sas@kingsmeadschool.net](mailto:sas@kingsmeadschool.net) to report a bullying incident that has occurred. These are picked up and dealt with quickly
- Mentoring sessions will be conducted with the bully itself, so as to understand the consequences of their behaviour
- Regular logs will be kept to monitor the situation and to draw patterns

### **Persons covered by this strategy**

All students and staff, whether permanently or temporarily on the School roll, will be covered by this policy. The School and the JT MAT treat bullying among their employees as a potential disciplinary matter.

### **Prevention and raising awareness to celebrate difference**

We will use various methods for helping children to prevent bullying and raise awareness to celebrate difference which will enable to improve the ethos that Kingsmead is a school which is ambitious for all its learners and committed to ensuring that every child is safe, happy and able to fulfil their potential.

As and when appropriate, these may include:

- attending R&R (Reflection & Reparation) sessions
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying/differences between students
- reading stories about bullying or having them read to a class or assembly
- bullying/differences between students
- making up role-plays about bullying/differences between students
- having discussions about bullying and why it matters
- students make suggestions through 'student voice' activities
- strategies are discussed at student achievement meetings, School Council. 'STRAT' meetings and senior leadership meetings

This Strategy is a living document. As such, it will be periodically updated and reviewed. The process and timescale for review is on an annual basis. If you have any comments to make please email [d.pritchard@kingsmeadschool.net](mailto:d.pritchard@kingsmeadschool.net) or write to Mrs. D. Pritchard at the main School address.

### **Communication of the Strategy**

The Strategy is communicated regularly in order to ensure that staff, students, parents and governors are continuously aware of the Strategy and also individual responsibilities; this is consolidated through regular staff training.

### **Help Organisations:**

Students are able to report incidents through the SAS email [sas@kingsmeadschool.net](mailto:sas@kingsmeadschool.net) or speak to any member of their progress team

Advisory Centre for Education (ACE)	0300 0115 142
KIDSCAPE Parents Helpline (Mon-Fri, 9.30 – 2.30)	0207 823 5430
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
Childline	0800 11 11

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

**Shield and Shelter Programme  
Kingsmead School  
Confronting Intolerance Promoting Equality**



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**We believe our value is in understanding that each individual is unique, recognising and appreciating our differences and commonalities to embrace the concept of diversity, acceptance and respect.**

Name(s): \_\_\_\_\_

Cause: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_



## Confronting Intolerance Promoting Equality

In response to harm or conflict, students are invited to share:

- What has happened (in their opinion).
- What they believe the impact has been on those involved.
- What they think needs to happen to put things right or to make things better in the future.

### The 4 R's for Restoration:

- RESPECT - Listening to other opinions and learning to value them
- RESPONSIBILITY - Taking responsibility for your own actions
- REPAIR - Developing skills within our school community so that its members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to re-join their peers

### **Restorative approaches when implemented in a whole school approach:**

- Develop - emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility
- Improve - behaviour, attendance, learning, teaching
- Increase - empathy, happiness, positive life skills,
- Reduce - exclusions, detentions, conflict, bullying, need for harsh sanctions.

What happened?

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How did it happen?

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What part did you play?

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How were you affected?

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What do you need (to do) to make it right?

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Who else was affected by the event?

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How do you think they felt?

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What impact could your actions have had on your peers' education or classwork?

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If you were in the same situation again, what would you do differently?

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Discuss your answers with the SAS team and note relevant advice.

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**Revert to R&R process**

## SAS signoff sheet

### To be completed at meeting with student and staff member

Is the student ready for unsupervised reintegration?

Yes, the student has been mature and sensible about the situation. Closure

Meeting arranged with \_\_\_\_\_ (staff)

on \_\_\_/\_\_\_/\_\_\_\_\_ (date) at \_\_\_\_:\_\_\_\_ (time) to discuss any further action.

No, I would like the student to consider

\_\_\_\_\_

Are all parties satisfied with the process and what has been agreed?

Staff member Yes/ No

Student Yes/ No

Signed \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

R&R Complete

Sims log complete

My concern complete

Staff:

Signed \_\_\_\_\_

Date \_\_\_\_\_

Notes \_\_\_\_\_

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