



KING JAMES I ACADEMY

Anti-Bullying Policy

Date adopted by Governors: April 2021

Date of Last Review: January 2022

Date of Next Review: January 2023

Anti-Bullying Policy

1. Statement of Purpose

1.1 King James I Academy is a strong, positive and friendly Academy. We are fully committed to equal opportunities and believe that every member of the Academy community has the right to realise their potential in a safe, happy and productive working environment. No member of our community should be made to feel unhappy or unsafe. Everyone has the right to expect support and action when their happiness and safety are threatened. Bullying and peer-on-peer abuse are behaviours that causes distress. We consider these behaviours to have a significant and direct impact on pupil progress and achievement.

1.2 This policy is for students, staff and parents and was written by our Anti-Bullying Steering Group, which includes student support staff, senior leadership team staff and Academy governors. There is also a separate Bullying and Harassment Policy for staff.

2. Definition of Bullying Behaviour and Peer-on-Peer Abuse

2.1 Bullying and peer-on-peer abuse are issues for all members of the Academy community and may be:

- Physical: pushing, hitting, kicking, stealing, threatening gestures;
- Verbal: name-calling, teasing, taunting, intimidating, humiliating, spreading malicious gossip, sexual harassment, racial abuse, homophobic abuse;
- Written/ Cyber: bullying which takes place online (including social media), text and e-mail messages, notes;
- Silent/Indirect: exclusion from group activities, rude gestures, other forms of behaviour which exclude individuals or groups from activities in school.
- Discriminatory Behaviour- this could include issues related to race, religion, culture, SEND, and sexual orientation.
- Up-skirting, sexting and hazing/initiation type behaviours

These behaviours are usually defined as those which occur consistently over a period of time, although peer-on-peer abuse can occur less frequently. Usually, we define bullying as behaviour towards others which occurs on 3 or more occasions, although this may vary depending on the discretion of staff investigating incidents, or on other specific circumstances. We work closely with all of our stakeholders to ensure that all issues are effectively and accurately considered and the best solutions are implemented to address and resolve issues. Bullying behaviour from students, staff and parents is not acceptable, and peer-on-peer abuse is treated seriously when it occurs.

Unkindness is also recognised as an unacceptable behaviour. An unkind act in isolation is not classed as bullying, however, repeated acts of unkindness will be treated as bullying. The Academy will ensure that balanced and proportionate responses to issues of all types is applied.

3. Recognising Bullying and Peer-on-Peer Abuse

- All members of the Academy community are expected to be vigilant and alert to cases of bullying and peer-on-peer abuse. Students may confide in teachers, support staff, parents or fellow students, all of whom are required to report any potential bullying incidents at the first opportunity. We have displayed student and staff-friendly posters around the Academy to raise awareness of these types of behaviours.
- When staff, students and others identify issues which may need further investigation, information should be directed to the relevant Student Support

Worker for the year group(s) concerned. A designated Student Support Worker is attached to each year group and will then investigate, with the support of other relevant staff (including SLT), to support the investigation of and to address and record the actions taken in each case. Accurate records of issues investigated as potentially bullying-related or of peer-on-peer abuse are kept using the CPOMS system.

- Issues of potential bullying and/or peer-on-peer abuse should always be reported to the Academy Anti-Bullying lead staff member, who will ensure that accurate records are kept and that students are supported appropriately. In all appropriate instances, the Head Teacher and other members of the SLT will support the Anti-Bullying Steering Group in taking appropriate action.
- All incidents of bullying and peer-on-peer abuse are discussed with parents/carers of both victim(s) and perpetrator(s), and appropriate sanctions are applied proportionately in accordance with the Academy behaviour policy. A balanced approach is utilised to ensure that the actions taken are punitive and developmental (consequential and educational).
- Staff are trained to recognise signs and symptoms of bullying or peer-on-peer abuse, which may include a withdrawal from friendship groups, declining attendance, refusal to attend, increased poor behaviour, visible emotional symptoms, amongst a range of others.

4. Our Strategy

- Bullying behaviour or threats are taken seriously at King James I Academy and incidents are investigated promptly, usually on the same day or on the first available appropriate opportunity.
- Primarily, we operate a preventative policy, in which we work actively with our students, staff and other stakeholders to educate our young people, and in doing so prevent bullying from occurring. However, we recognise that bullying can take place and so have a systematic and thorough response when issues related to bullying and other behaviours happen.
- Bullying is seen as a behavioural issue and should be dealt with through the normal Behaviour Policy within the Academy. Actions taken to address bullying issues will be give balance between sanctions which will be applied when appropriate, and restorative and educational strategies. The response of the Academy to such issues will be proportionate and depend on the nature of the incident(s).
- When incidents are raised, they are referred directly to the Student Support Worker responsible for the given year group. The Student Support Worker then carries out a full investigation, with the support of other staff including Heads of Year, SLT and others. The Student Support Worker will then ensure that agreed actions are carried out and ensure that the incident is accurately recorded with SLT lead staff.
- In all cases parents / carers are informed and may be asked to discuss the problem, and support the staff member(s) dealing with the issue(s) to ensure that further instances do not occur. For example, parents may be requested to monitor or prevent social media use which has been used previously in bullying incidents or incidents of unkindness.
- Support and counselling are very important to the process, firstly for the victim and then for the bully. This may take the form of informal sessions with our Student Support Workers, Form Tutors, Academy Counsellor, and / or other appropriate channels.
- Information for all pupils with regards to types of anti-bullying and peer-on-peer abuse, how to report concerns and how to access support are displayed widely across the Academy. We operate a self-referral system by which a pupil can

complete a self-referral slip and hand this in, or can speak to any member of staff who will then report the issue to the Student Support Worker for investigation. Additionally, students can contact our student support team via our Academy website, from which we provide a direct link to Student Support Workers: (<http://kingjames1Academy.com/Academylife/students/support/helpline/>).

- We frequently raise awareness of our strategy to prevent and effectively deal with bullying and peer-on-peer abuse issues, via our assembly and PSHCE programme.
- Students in any year group may also choose to speak with an Anti-Bullying Ambassador. Anti-Bullying Ambassadors are students who receive training and on-going supervision on how to support their peers in conflict resolution. The ambassadors report all concerns to Student Support Workers. We believe that peer counselling enhances the understanding of the destructive effects of bullying and peer-on-peer abuse within the Academy community, and enables more students to openly discuss issues of concern.
- We have anti-bullying displays which promote the work of anti-bullying staff and students, and also promotes understanding of the protected characteristics. More information can be found in our Single Equality Policy.
- Members of the Academy community, Governors and key staff are members of an Anti-Bullying Steering Group which meet on a half-termly basis to consider the issues associated with, and strategies to deal with bullying. Staff include an SLT-lead, and Student Support Worker with a responsibility for anti-bullying within the Academy and a cyber / online staff specialist with responsibility in this area. This online behavioural responsibility was created to account for greater use of technology by pupils during the global pandemic, with a key role in addressing cyber-bullying/ related issues, and in organising technological resources for surveys and other reasons.
- The Anti-Bullying Steering Group keeps an ongoing Anti-Bullying and Peer-on-Peer Abuse Action Plan, which determines the proactive and reactive strategies we use to prevent and deal with bullying issues, and the progress of the work towards achieving these agreed targets.
- Surveys take place with pupils annually with regards to their views, and analysis of these is a significant contributor to the targeted objectives we set within the action plan. We conduct surveys via our membership within the BIG Anti-Bullying Award, which ensures accurate information on the views of students.
- Members of the Steering Group share best practice with colleagues and employ strategies within King James which supports its development and improvement. Key anti-bullying processes and systems are shared with the main staff body via this group.
- The Academy has Anti Bullying Service Accreditation – BIG Award (Bullying Intervention Group), and Anti-Bullying Ambassadors is implemented in partnership with the Diana Award.
- We are a member of the Anti-Bullying Alliance and were awarded the Gold Award in March 2021, demonstrating our commitment to working with external agencies to strengthen our approach further.
- The Academy has taken appropriate action to improve bullying and peer-on-peer abuse prevention using the following methods:
 - Glass doors on toilet entrances to allow visibility
 - Staff are required to be present on corridors between lessons and a robust staff duty rota is in place for social times
 - Students with experience are employed as chaperones on school transport.
 - Senior leaders staff the Academy gates at the start and end of the school day, to monitor behaviour as students enter and exit the school site.

5. How do we raise awareness of Bullying, Peer-on-Peer abuse and our Policy?

- Anti-bullying and peer-on-peer abuse prevention strategies contribute to the ethos of the Academy and are a key focus for all staff.
- Teachers support a whole-Academy policy through their care, vigilance and professional skills. CPD is used to enhance staff skills further in dealing with a range of pastoral issues, which includes how to deal with bullying or potential bullying incidents effectively, and how to recognise peer-on-peer abuse amongst students.
- Parents are assured that, with their help and support, all issues will be dealt with as conscientiously and effectively as possible.
- The Academy encourages discussion about relationships, respect for others, and bullying as an anti-social behaviour, both through its on-going citizenship and PSHCE Programme and also its strong focus upon student support.
- Students are made aware of their rights and responsibilities through PSHCE and Citizenship sessions, assemblies, other areas of the curriculum and various anti-bullying activities, including the promotion of awareness through anti-bullying week (November annually). In appropriate year groups, external facilitators provide guidance and information via workshops as part of safety carousel days. Within these, focus is given to pupils being 'upstanders' as opposed to 'bystanders' to outline the responsibility of all students to look out for and support each other.
- Anti-Bullying ambassadors are identified by lapel badges and are on duty during social times throughout the Academy day, as appropriate.
- Cross-curricular - subject teachers are encouraged to include bullying issues in their scheme of work, to support a whole-Academy approach.
- This document is to be considered alongside the Behaviour, Single Equality and other relevant policies.