KING JAMES I ACADEMY

Anti-Bullying Policy

Date adopted by Governors: April 2021

Date of Last Review: April 2024

Date of Next Review: April 2025

Anti-Bullying Policy

1. Statement of Purpose

1.1 King James I Academy is a strong, positive and friendly Academy with a community focus and ethos. 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 child-on-child abuse are behaviours that cause 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 Team, which includes two Student Support Workers, one for key stage three and one for key stage four. A school governor and Deputy Head Teacher responsible for behaviour & standards are also part of the group. There is a separate Bullying and Harassment Policy for staff. Please note that the term 'child-on-child abuse' was previously known as 'child-on-child abuse'.

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

2.1 Bullying and child-on-child 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, or any other behaviour which causes distress.

These behaviours are usually defined as those which occur consistently over a period of time, although child-on-child abuse can occur less frequently. Usually, we define bullying as behaviour towards others which occurs on several occasions, although this may vary depending on the discretion of staff investigating incidents, or on other specific circumstances. Support staff take a key role in ensuring that all issues are effectively and accurately considered, and that the best solutions are implemented to address and resolve these issues. Bullying behaviour from students, staff and parents is not acceptable, and child-on-child 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. These acts can occur when in school or on the way to-and-from the academy. This in line with our behaviour policy, using which we address behavioural issues which occur on the way to-and-from school. During these times, we consider our pupils to be representing the academy and therefore expect them to behave as such. The Academy will ensure that balanced and proportionate responses to issues of all types are applied.

3. Recognising Bullying and Child-on-Child Abuse

- All members of the Academy community are expected to be vigilant and alert to cases of bullying and child-on-child 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 bullying-related or of child-on-child abuse are kept using the CPOMS system, which records detailed information of incidents, where appropriate. A log of all bullying issues, including pupils involved, dates, actions taken and support given is also kept as an ongoing record of issues. This is analysed to identify issues to address as part of a proactive approach to addressing arising needs.

- Issues of potential bullying and/or child-on-child abuse should always be reported to the Student Support Worker(s) of the pupils involved, 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 Team in taking appropriate action.

- All incidents of bullying and child-on-child 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 child-on-child 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 at the first 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 process which is used when issues related to bullying and other behaviours occur.

- 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(s) responsible for the given year group of the pupils involved. 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 on CPOMS and that the incident(s) are recorded on the central log.

- 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, such as EWEL sessions or peer support. Educational sessions are planned and pupils take part in these, as appropriate.

- Information for all pupils with regards to types of anti-bullying and child-on-child abuse, how to report concerns and how to access support are displayed across the Academy. We operate a self-referral system by which a pupil can email his/her Student Support Worker, or any other member of staff, to report issues or to request support or advice. Staff report any issues or concerns related to bullying 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 child-on-child abuse issues, via our assembly and PSHCE programme. A key aspect of our approach is to work positively with our young people, and develop their understanding and empathy towards others. Students are well informed through a weekly calendared assembly, in which behaviours, standards and attitudes are investigated. We use assemblies and PSHCE sessions to help develop student understanding of the impact of these behaviours on others.

- 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 child-on-child 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 Team, which meet on a regular basis to consider the issues associated with, and strategies to deal with, bullying. Staff include SLT, and Student Support Workers with a specific responsibility for anti-bullying within the Academy. ICT and technology staff also contribute through educational sessions to pupils on online behaviours and safety. This online behavioural responsibility was created to account for greater use of technology by pupils during and after the Covid-19 periods of school closure, with a key role in addressing cyber-bullying/ related issues, and in organising technological resources for surveys and other reasons.

- The Ant-Bullying Team keeps an ongoing Anti-Bullying and Child-on-Child 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 with regards to their views, and analysis of these is a significant contributor to the targeted objectives we set within the action plan.

- We work closely with external organisations to develop our strategy and raise awareness of key issues in school.

- The Academy has taken appropriate action to improve bullying and child-on-child 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. Staff work together to contribute to this system, which promotes effective pupil supervision.
- 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, child-on-child abuse and our policy?

- Anti-bullying and child-on-child 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 child-on-child 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.
- Educating pupils and raising awareness of key issues is a key part of our strategy to prevent bullying issues. Empowering students to be positive towards others is a key part of our approach to raising awareness.
- 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 each contribute to supporting others.
- 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 Academy Behaviour Policy, Single Equality Policy and any other policies relevant.