

Member of staff responsible : Senior Master Bill Sharrock  
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## **King's House School Anti-Bullying Policy**

### **Statement of Intent**

This policy is written with regard to guidance found in the **DCSF Safe to Learn – Embedding anti-bullying work in schools.**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, those involved should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING SCHOOL*. This means that anyone who knows that bullying is happening is expected to report it.

### **What is Bullying? What Is Bullying?**

“Bullying is deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another”.

Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, spreading rumours.)
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focussing on the issue of sexuality
- **Verbal name-calling**, sarcasm, spreading rumours, teasing
- **Cyber** All areas of internet, such as email & internet chat room misuse
- Picking on or teasing someone due to a disability or illness
- Mobile threats by text messaging & calls
- Misuse of associated technology, i.e. camera and video facilities

Bullying may be directed at an individual or it may arise out of the victims ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or specific issues in the family unit and thus affect a wider group.

It can take the form of racial, religious cultural, sexual, sexist, homophobic or disability related bullying. It could involve physical (including sexual) intimidation, verbal, cyber (including chat room, e-mail, e-photos and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are racist, homophobic, which focus on disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time. It can cause serious and lasting psychological

damage and even suicide. Harassment and threatening behaviour are criminal offences. We always treat it very seriously. It conflicts sharply with the school's policy on equal opportunities as well as with its ethos statement, social and moral principles.

Isolated and "one off" occurrences of this type of behavior, whilst undesirable, do not amount to bullying. They will be dealt with by the schools normal disciplinary procedures.

- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do in bullying arises.

### **Objectives of this Policy**

- To ensure that every member of the school community feels valued and respected, has positive feelings about King's House School, and is able to fully concentrate on their work in an environment free from intimidation.
- Develop a culture in which bullying is not tolerated and is challenged. Our policy will encourage speaking out by those who are bullied, those witnessing incidences of bullying and those who hear about incidents of bullying.

### **How will these Aims be Achieved?**

- Publishing our anti bullying policy inside and outside the school alongside our Code of Conduct.
- Recognising the need to have the co-operation of parents and families in stamping out bullying.
- Have a coherent and consistent framework for addressing bullying issues and evaluate it on an annual basis.
- By promoting a culture of understanding between and respect amongst all members of the community.

### **How does King's House deal with Bullying?**

The framework used at King's House School for dealing with bullying is based around four aspects:

- Education
- Revealing/Reporting Incidents
- Collecting Evidence and Recording of Incidents
- Actions
- Support

#### **1. Education**

The school has an established PHSE programme as part of a wider pastoral curriculum. The subject of bullying is approached through this programme and pupils are given guidelines as to procedures to follow should they be bullied or witness bullying. A copy of the syllabus can be obtained but is in no means extensive or all inclusive.

There is a clear programme for assemblies in both Junior and Senior Departments on the issues of bullying, behavior and positive role modeling. Circle time is also used.

## **2. Revealing/Reporting Incidents**

In order to encourage people to speak out with confidence and to make the reporting of incidents as easy as possible, we want to provide as many initial contacts as possible for individuals to report incidents with confidence within the school.

### **It has to be the individual's choice as to whom they reveal the problem**

The following list is for reference only and is not in any significant order:

- Form Tutor
- Subject Teacher
- SMT
- Prefect
- Office Staff
- Duty Staff

In the Junior Department boys are encouraged to talk to the teacher on duty or their form teacher. Teaching assistants and the office staff are other points of contact for the boys.

Any information should always be passed on to the Senior Master or Head of Junior Department who will keep the Head informed at all times.

## **3. Collecting Evidence and Recording Incidents**

The person to whom the problem has been revealed should immediately inform the form tutor, giving as much information as is possible. They should try to ascertain:

- Who is involved
- The nature of the bullying
- How often it has happened and for how long
- Where it takes place
- Names of witnesses

The Senior Master/ Head of Junior Department should ensure that the incident is investigated at the earliest possible opportunity and that it is recorded on an incident sheet to be placed on file. This should be within 24 hours if at all possible. Records should be clear and concise. The information should include the date, type of incident, what action the school took and the impact this had on the bullying. This will enable patterns to be identified

## **4. Actions**

The school will not respond to all incidences of bullying in the same way. Where intervention is early we recognize that the most important outcome is that the bullying should stop.

In such cases a “**No Blame Approach**” may be adopted.

This means that a member of staff will meet with the victim and bully in order that the bully can realize the consequences of his actions. If the bully wishes to change his behavior then, with the agreement of the person being bullied, support will be given to resolve the problem.

Future meetings will be arranged so that the outcomes can be monitored and the issue will be raised at the staff meeting for the next few weeks.

### **Sanctions**

In cases of more severe incidents, those where there is physical aggression or repeated incidents of bullying behavior then sanctions will be dispensed by the school and both sets of parents will be informed. **It is the expectation that the bullying will stop.**

#### **In the Senior Department sanctions may include**

- Off Breaks
- Friday Detention
- Saturday Morning Detention

#### **In the Junior Department sanctions may include**

- Missed playtimes
- Meetings with the Head of Junior Department
- A cooling off period at home

At all stages the Head will be informed of the nature of the incident and the sanctions/actions taken. If further bullying or retaliation occurs then the following actions could be taken:

- Fixed Term Exclusion (suspension) or behavior contract with the school
- A Pastoral Support Programme put in place (may involve counseling support)
- Permanent Exclusion

## **5. Support**

How will we look after the people involved?

### ***i) Support for the person being bullied***

We will take their concerns seriously and be deal with the problem quickly.

We will involve peer group support where appropriate.

We will keep the bullied person and their parents informed about the actions and give advice as what to do if there is further incident.

We will offer counseling support if needed or requested.

We will alert all staff

### ***ii) Support for the Bully***

Bullies often have low self esteem and are, or have been, bullied themselves

We will give counseling and support where necessary

We will set up a programme to help the bully reintegrate

It is vital that everyone recognizes that it is bullying behavior and not the student that the school will not tolerate. We will provide the support to put the bully back on track in order to provide them with the skills needed to build lasting and meaningful friendships.

# Cyber-bullying

*Definition: "Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others."* (Bill Belsey: Cyberbullying.org)

Cyber-bullying can involve Social Networking sites, emails and mobile phones, used for SMS messages and as cameras, as well as leaving unpleasant messages on the school network.

## **Cyber-bullying – preventative measures**

In addition to the preventative measures described above, King's House School:-

- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system, and our IT Department monitors pupils' use.
- May impose sanctions for the misuse or attempted misuse of the internet.
- Access to sites such as 'hotmail' is not allowed.
- Adheres to BECTA guidelines regarding E-teaching and the internet.
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking and removing contacts from 'buddy' lists.
- Offers guidance on keeping names, passwords, addresses, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted in classrooms, public areas of the school, or where they may cause annoyance to others.

## **Procedures for dealing with reported bullying**

If an incident of bullying is reported, the following measures are adopted:-

- The member of staff to whom it was reported, or who first discovers the situation, reassure and support the pupils involved.
- He/she will inform the appropriate member of SMT as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed on his own, and be asked to write an account of events.
- The alleged bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident will be recorded/logged. The head of IT will be informed.
- All tutors will be informed. SMT will be informed. Where relevant, the Head of ICT will be informed.

The victim will be interviewed at a later stage by the Senior Master and another member of SMT, separately from the alleged perpetrator. The tutor should also be present. It will be made clear why revenge is inappropriate. The victim will be offered support to develop a strategy to help himself.

The alleged perpetrator will be interviewed at a later stage by Senior Master, SMT member and tutor, and it will be made clear to him why his behaviour was inappropriate

and caused distress. He will be offered guidance on modifying his behaviour, together with any appropriate disciplinary sanctions.

The parents /guardians of all parties should be informed, and invited into the school to discuss the matter. Their support should be sought.

A way forward, including disciplinary sanctions and counselling, should be agreed.

A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all those concerned to close the episode.

A monitoring and review strategy should be put in place.

In very serious cases it may be necessary, via the Headmistress, to make a report to the Police or Social Services. However, it is the policy of King's House School to attempt to resolve all such issues internally, under the school's own disciplinary procedures.

**Note:** Where a case of cyber-bullying occurs outside the school, but is brought to the attention of the school by a pupil or member of staff, and directly involves a pupil of King's House, the Head will contact the parents of all those concerned and alert them to the problem. The school will counsel and advise pupils as appropriate to the circumstances and keep relevant parents and agencies informed.

## **Advice to Pupils**

### **To be delivered within the PSHME Programme**

Bullying takes place at some point in all schools, but also in adult workplaces, and it can happen at home. It can happen to children and adults.

Bullies only prosper where there is silence and fear.

We want King's House to be a "speaking out school" where bullies are not tolerated. Their actions will not go unnoticed and they will be exposed because people will tell.

We want people to tell us if they are bullied and we want them to tell us if they see bullying taking place. Also, we want everyone to make it known to bullies that they disapprove of their actions.

#### **1) What can you do if you know someone is being bullied?**

- When you see that someone is being bullied or is in distress then help. Watching and doing nothing suggest that you are supporting the bully's behavior.
- Tell the bully to stop. Or, if you do not want to become involved, leave the scene immediately and tell a member of staff or a prefect.
- Do not tolerate bullies in your circle of friends or social groups.
- Do not accept people who you know buy other students. Bullies will soon stop if they think that their friends think they are acting badly.
- You must tell a member of staff. Choose any member of staff, any teacher will listen. If you do not then the bullying will continue.

#### **2) What to do if you are being bullied?**

- Tell a member of staff or your parents. The school can make it stop.
- Accept the help of other people.
- Avoid places where the bullying is likely to happen.
- Never give into bullies demands.
- Don't fight back. It could make matters worse. Get your friends to support you.
- Use the prefects. Tell them, they can help.
- In the Junior Department one boy from each class wears a yellow band in the playground. They are there to help you.
- Remind yourself that everyone is different and that everyone has different talents, strengths and weaknesses.
- Try to recognize that the bully is the person with the bigger problem.

#### **3) Things to think about**

- Most bullies do not think that they are bullying. They may think that what they are saying is harmless, particularly if it is a joke or a comment that has been directed at them in the past.
- However, one unpleasant comment may not be the only one that the person has received and the accumulative effect of the name-calling can be devastating.
- We all respond differently to comments and situations. Some of us are better able to shrug off comments, but others may take things personally. We all need to try to understand how the other person might be feeling.

- A sign of maturity is the ability to for see the consequences of one's words and actions.
- People may appear to be fine on the surface but in reality they may be suffering. We do not have the right to put anyone in that situation.
- We should not be tempted to join in, in order to deflect attention from ourselves, although it is easy to do.
- We should respect and celebrate difference.
- Does my strength and self esteem have to be at the expense of someone else?
- Who has the bigger problem: the bully or the person being bullied?

## **What can Staff Do?**

We ourselves should:

- Set a good example of good relationships
- Be assertive and have good aggression control ourselves
- Make it clear that aggression is unacceptable and intervene early
- Be fair
- Be on time for lessons so that no bullying occurs while pupils are waiting
- Demonstrate caring and respectful behavior
- Watch for signs of distress in our pupils – deterioration in work, isolation, frequent visits to the toilet/office, signs of nervousness, changes in behavior patterns, spending time away from other pupils, a desire to be near adults, erratic attendance.
- If a pupil confides in you about a bullying incident be sympathetic, listen carefully and make a record of the reported incident. They have chosen to talk to you because they trust you.
- Offer the victim support and help by putting the schools procedures into operation, and take opportunities to talk to the tutor group about bullying and its effect on victims and bullies.
- Whilst on break or lunch duty, or while moving between lessons, please make an effort to visit places where bullying may be taking place, so that your presence reassures pupils.
- In terms of sanctions against bullying and acts of violence, the schools procedures as outlined in the Behaviour Policy are to be followed.

## **Advice for Parents**

### **To be given out in cases where bullying has been identified**

#### **What are the signs that your child is being bullied?**

The following is a list of signs that your son **may be** being bullied. It is not extensive and you should be wary that bullying may not be occurring in all instances.

#### **Signs and Symptoms**

A child may indicate by signs or behavior that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go 'missing'
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

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

- Discovering that a child is, or has been, the victim of bullying is very upsetting
- Reading this booklet should reassure you that the school is confident that it can successfully deal with bullying incidents
- You should trust the school to support your child and to deal with any bullying situation, and make the bullying stop
- Please tell the school at the earliest opportunity if your son or daughter is being bullied or if you suspect that they are being bullied. Contact the Form Tutor or Senior Master immediately
- The school needs to know if bullying is taking place
- If a child tells an adult that they are being bullied this means they want it to stop
- Sometimes a child will go to extreme lengths to avoid telling anyone they are being bullied, but there may be other signs

- If your child is being bullied they need to be reassured that they have done the right thing in telling you or the school
- Encourage your child to feel comfortable talking to you about the issue. Assess the seriousness of the situation. Sometimes an argument between friends or exclusion from a group will blow over as quickly as it started. Regular monitoring of the situation is essential to ensure that there is no repetition or continuation of the bullying from another person
- The child needs to be reminded that it is not their fault. The bully is the person with the more serious problem. It is worth remembering that while the term bully can conjure images of large, threatening, thugs this is not the case. Bullies are usually ordinary boys like your son whose behavior is triggered by unhappiness or insecurities. National research shows that bullying increasingly takes place within a year group or form group of the same age.
- Try to point out that difference is something to be proud of. Many of the worlds most successful people did not get where they are by being the same as everyone else.
- If possible try to give their self esteem a boost by reminding them of their strengths, talents and skills.
- It is natural for a parent to be angry in these circumstances, but it is inadvisable to confront the bully or the bully's parents yourself. This usually creates more complications and does not help your child. We ask you to trust the school and not to contact the bully's parents.
- Always include your child in decisions about the course of action you wish to take. For example, it may be that they would prefer to tell their form tutor themselves. Children who are being bullied are extremely sensitive about the way in which the situation is handled.
- It is often difficult to be rational at a time when one is feeling very protective (and possibly helpless). However, parents should accept all support and help offered, including offers of counseling for a child to learn strategies for dealing with potential bullying situations.
- It is important to recognise that some children who are bullied have underdeveloped social skills and may need help to make meaningful friendships or to operate successfully in group situations. Staff at King's House School can help you with this.
- Some bullying incidents are more complicated than one child's version may indicate. Bullying situations are best resolved by taking a calm, measured approach that ensures a positive outcome rather than acting in the heat of the moment to lesser effect.

## **National Contacts and Telephone Numbers**

### **Childline**

Telephone number 0800 1111

(Open 24 hours a day) For children who are deaf or hard of hearing text phone service  
0800 400222

### **NSPCC**

Telephone number 0808 800 5000. A registered charity dedicated to stopping cruelty to children

### **Kidscape**

Telephone number 020 7730 3300 (Bullying councillor available Monday - Friday  
10.00am-4.00pm)

### **Anti Bullying Campaign**

Telephone number 0207 378 1446 (Advice line for parents and children 9.30am-  
5.00pm)

### **Advisory Centre for Education**

Telephone number 0207 354 8321 (Advice line for parents on all school matters open  
Monday – Friday 2.00pm-5.00pm)

### **Ofsted**

Telephone number 07002 637833 / e-mail: [freepublications@ofsted.gov.uk](mailto:freepublications@ofsted.gov.uk)

### **Parentline Plus**

Telephone number 0808 800 2222 (National helpline for parents Monday - Friday  
9.00am-9.00pm, Saturday 9.30am-5.00pm, Sunday 10.00am-3.00pm)

## **Useful Websites Regarding Bullying in Schools**

BBC Bullying Survival Guide [www.bbc.co.uk/education/bully/index.htm](http://www.bbc.co.uk/education/bully/index.htm)

Provides information, guidelines for dealing with all aspects of bullying, a help and resources list and accounts of celebrities who were bullied when they were at school.

Childline [www.childline.org.uk](http://www.childline.org.uk)

Gives details on the CHIPS initiative and other information regarding bullying

Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)

Gives advice and support for victims, schools and parents

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

A registered charity, which contains advice for both parents and pupils

NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)

A registered charity dedicated to stopping cruelty to children

**Bullyweb [www.uclan.ac.uk/facs/science/psychol/bully/bully.htm](http://www.uclan.ac.uk/facs/science/psychol/bully/bully.htm)**  
A research site with links to other sites on bullying

**Peer Support Networker [www.peersupport.co.uk](http://www.peersupport.co.uk)**  
Newsletter linked to Peer Support Forum