



The King Fahad Academy Anti-bullying Policy 2018

The King Fahad Academy

Anti-Bullying Policy

Objectives

At the King Fahad Academy we take all forms of conflict, friendship problems and bullying behavior seriously. The King Fahad Academy Anti-Bullying Policy outlines what we will do to prevent and tackle bullying. To help us achieve our objectives, the Academy is taking part in a trial of a new anti-bullying initiative in 2017-18. Internet Matters, in partnership with tootoot and supported by the DfE ,has launched an online reporting platform for students, parents and teachers to report any bullying or cyber bullying concerns they may have. This will prompt action by the school and also provide help and guidance about how to deal with any incidence of bullying. All staff at the KFA recognise the seriousness of bullying and the physical and emotional impact it may have on children and young adults.

Our school community

- Aims to provide a safe and secure environment for all children at the Academy.
- Aims to promote an environment where everyone is valued and respected regardless of gender, race, sexual orientation, beliefs and ability.
- Discusses, monitors and reviews our anti-bullying policy annually or when necessary.
- Supports staff to promote positive relationships through the development of the IB Learner Profile and to identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils adhere to the anti-bullying policy.
- Reports back to parents / carers regarding their concerns on bullying and deals promptly with complaints. Parents / carers in turn work with the school to uphold the Anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.
- Offers workshops to educate pupils about bullying to reduce/prevent bullying and to provide support to students when bullying has taken place.

Definition of bullying behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour. It is important that children are clear about the part they can play in preventing and dealing with bullying and they are taught about the role of bystanders. Bystanders are encouraged to be principled and caring and take action, either telling the bully to stop or getting adult help.

Bullying behaviour is defined as - **“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face to face or through cyber space”** (Anti-bullying Alliance 2014).

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required. A bullying incident is treated as a child protection concern where there is a reasonable cause to believe that a child is suffering or is likely to suffer significant harm.

Bullying can take many forms **[see Appendix A]:**

- **Physical** bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, .breaking or taking property)
- **Verbal** bullying (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm.)
- **Indirect** bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection.)
- **Cyber** bullying is any form of bullying behaviour by electronic means, for example sending nasty text messages or e-mails, posting on social media, sharing photos or video, social exclusion. It is linked to schools Acceptable Use Policy

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled ‘prejudice based bullying’, and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of students with learning or other disabilities. (Linked to Equalities Policy)

Signs and Symptoms

A child may indicate by signs or behaviour 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
 - Begs to be driven to school
 - Changes their usual routine. Is unwilling to go to school (school phobic)
-

- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens self-harm
- Cries themselves to sleep at night or has nightmares/bedwetting
- Regularly 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 unreasonable when dealing with school issues
- Stops eating
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above

Preventing and responding to bullying

We will:

- Raise student awareness through the application of the IB Learner Profile caring and principled throughout all stages of the school
 - Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
 - Address issues surrounding friendship and bullying behaviour through the PSHE and Citizenship curriculum, tutor time and circle time. Children are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict.
 - Actively provide opportunities to develop pupils’ social and emotional skills, including their emotional resilience and literacy.
 - Through the development of the learner profile, help students to know where and how to seek help.
 - Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and mentoring and through the School Council. Class and School Councils will provide a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
 - Train all staff including at induction to identify bullying and follow school policy and procedures on bullying. Staff on playground duty and any staff that become aware of bullying must use the school systems to report it.
 - Train all staff including at induction to follow the KFA anti-bullying strategy [see below]
 - Thoroughly investigate all incidents through meetings with the target, alleged aggressors, bystanders, participants, and witnesses. External influences on the student must also be identified (e.g. Home/family situation) and noted. If necessary, any devices thought to have evidence of cyber bullying will be confiscated to aid the investigation.
 - Ensure staff are aware that some children are more at risk of being bullied, for example children and young people with special educational needs and disabilities. Ensure staff take appropriate action when necessary.
-

- Participate in national strategies and programmes such as Anti –bullying week, Make a noise programme and others.
- Regular staff inset sessions on anti-bullying strategies and safeguarding procedures.

Spiritual, Moral, Social & Cultural Development

Pupil's SMSC development will be developed when learning about bullying by ensuring pupils:

- Respect each other including people from different religious, ethnic and socio-economic backgrounds
- Recognise the difference between right and wrong
- Understand the consequences of their actions
- Understand the effects of their behaviour on others

Involvement of pupils

We will:

- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying. See behavior grid.
- Interventions and actions taken by staff to stop the bullying will be explained to the target(s) of bullying to ensure students are aware that the school is taking action against bullying.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied.
- Work with pupils who have been bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents / carers know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

KFA Anti-bullying 5 Step Intervention Strategy

When bullying is known to have happened or be ongoing, recording and appropriate response will be made in line with the Behaviour Intervention Summary, see Appendix 2.

Step 1: first incident of bullying, to be logged by teacher in Pupil Asset.

The class teacher/form tutor will discuss the incident with the student who has exhibited the bullying behaviour. The appropriate class teacher/form tutor is responsible for explaining to that student how their behaviour may be perceived as bullying and must explain the different types of bullying with some examples. The purpose of this meeting is to ensure the student understands how their behaviour may impact others and to provide an opportunity for that child to reflect and improve/develop themselves. The meeting is to be recorded in the online Behaviour Log.

Step 2: a second incident from the same student (regardless of whether the targeted student is the same or not, and regardless of the type of bullying) must be logged in Pupil Asset.

The form tutor must speak with this student explaining once again the types of bullying, the impact of bullying, and explain this intervention strategy to them. They will be informed of the consequences if their name is logged once again and the ultimate consequences if the bullying persists.

At this stage there will be additional consequences appropriate to their age based on the Actions from the Behaviour Grid (all actions must be logged in Pupil Asset).

Step 3: a third incident from the same (regardless of whether the targeted student is the same or not, and regardless of the type of bullying) must be logged in Pupil Asset.

In addition to the consequences appropriate to their age based on the Actions from the Behaviour Grid, the relevant deputy/head teacher will conduct a meeting with the student, form tutor and BOTH parents (or one parent if this is impossible). The behaviour of the student will be discussed and an exploration of the possible reasons for the continued bullying is to take place. An agreement must be signed (written contract with G3 to IB2 students/parents of students below G3) detailing the consequence of further bullying (explained below). The student will also be referred to the counselling service in order to offer the best possible opportunity for the child to develop positive behaviours and to understand the underlying causes of their actions. Counselling and parental consent is to be discussed during this meeting.

All actions must be logged in Pupil Asset.

N.B. Should parents or students refuse a counselling referral, or if students do not attend their sessions regularly, they must be aware that any further bullying may immediately result in Step 5 of this 5 Step Intervention Strategy (not step 4).

Early years will be approached differently after discussion with the child's parents.

Step 4: further bullying by this student will once again be logged in the online Behaviour Log. This will be a breach of the agreement from step 3 and will result in a further meeting with the relevant head teacher, deputy, parents, student, form tutor and student counsellor. A final behaviour plan is drawn up and agreed upon by all. Relevant Action(s) Taken by staff based on

the Behaviour Grid is to be logged and at this stage a formal document about the bullying behaviour is to be added to the student's permanent records.

Early years will be approached differently after discussion with the child's parents.

Step 5: all measures of intervention have been applied in the previous steps, thus if the student continues to exhibit bullying behaviour and is not responding to these interventions then the school may decide to permanently exclude the student. The school may provide a reference to pupil referral units for permanently excluded students.

The student will receive a dismissal letter and report indicating their bullying behaviour as the cause of their permanent exclusion and will detail the interventions attempted by the school. This letter should be collaboration between the Director, head teacher, deputy and form tutor where possible. These documents will also be added to the student's permanent record.

Early years will be approached differently after discussion with the child's parents.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Complaints policy
- PSHE policy
- KFA Behaviour Policy
- SMSC Policy
- KCSIE 2018
- School Handbook :Confidentiality
- Child Protection and Safeguarding Policy
- Acceptable Use Policy
- E-Safety policy
- Equality policy

Monitoring & review, policy into practice

We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review. Data will be collected from the online log and reviewed termly to identify achievements and areas for development.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- The Heads and Deputies to take a lead role in monitoring and reviewing this policy.
 - The Director, the Head teachers, the School Leadership Team, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
 - The Pastoral Care Team to communicate the policy to the school community.
-

- Pupils to abide by and respect the policy.

The Director and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

Agreement and Review

This policy is reviewed on an annual basis, and up-dated where appropriate. However if a weakness is identified in Academy procedures, the policy will be reviewed and revised immediately.

Date when policy was last reviewed: September 2018

Next review: September 2020

Appendix A -Types of Bullying

Bullying related to race, religion or culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveller children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self worth and self esteem. Schools have a statutory duty to log all incidents of racist or faith-based bullying and submit them on a regular basis (termly) to the local authority. This allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture

or ethnic origin. In its more subtle form, it is as damaging as in its more overt form

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to gifted and talented children and young people

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

Bullying related to sexual orientation

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimization than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means "coming out" to teachers and parents before they are ready to.

Homophobic bullying includes all forms of bullying but in particular it can include:

- ☒ Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context. Also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted
 - ☒ Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
 - ☒ Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging
-

Bullying of young carers or looked after children or otherwise linked to home circumstances

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association. Adopted children may be more vulnerable to bullying.

Sexist or sexual Bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

Appendix 2: Behaviour Intervention Summary

Verbal warning

Step 1 – Record in log
Class Teachers

Step 2 – Record in log
Class Teachers, Form Tutors

Step 3 – Record in log
Class Teachers, Form Tutors, Deputies

Step 4 – Record in log
Class Teachers, Form Tutors, Deputies, Heads

Step 5 – Record in log
Class Teachers, Form Tutors, Deputies, Heads, Director