Kader Academy

Anti-Bullying Policy

KADER ACADEMY

Anti-Bullying Policy

Date reviewed:	Approved by:
March 2022	Governing Body

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1. Introduction

Everyone at Kader Academy has the right to feel welcome, secure and happy. We aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. We also aim to produce an inclusive environment for all pupils, which openly discusses differences between people and celebrates diversity.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations, including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

2. Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

Through raising awareness about bullying behaviour we aim to prevent bullying.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The purpose of this policy is to ensure all Staff in school apply and develop a consistent approach to the response, monitoring and evaluation of bullying incidents in school

Bullying is defined as behaviour where there is:
- a deliberate intention to hurt or humiliate.
- a power imbalance that makes it hard for the victim to defend themselves.
- usually a persistent and repeated action.

'Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally'

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace'

https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying

Bullying behaviour can take many forms including:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

It is also bullying if someone feels hurt because of things said about ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in their family.

Bullying is not confined to the school premises. It also persists outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

3. Cyberbullying

The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/what-online-bullying

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- Posting prejudice / hate messages

- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

4. The role of governors

The governing body supports the Principal in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Principal to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

5. The role of the principal

It is the responsibility of the Principal to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Principal, along with all staff, sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Principal will liaise directly with the parents of all children involved in any form of bullying activity by inviting the child's parents or carers into school, or telephoning parents to discuss the situation. In more extreme cases, eg. Where the initial discussions have proved ineffective, the Principal may contact external agencies, such as social care.

6. The role of teacher and support staff

Adults routinely attend training, which enables them to become equipped to identify bullying and deal with incidents with regard to behaviour management and the school's response to incidents (See Positive Behaviour Policy 2021).

All adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of incidents of significant concerns and report to the Principal, Vice Principal or Class Teachers where appropriate.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Three key principles underpin our response to bullying behaviour:

- To make the child being bullied feel safe
- To challenge the bullying behaviour
- To provide support including contacting parents and other agencies.

If adults witness an act of bullying, or an act of bullying is brought to their attention, they should take it seriously and begin an initial investigation themselves. The incident should also be referred to the Principal or members of the senior leadership team.

Teachers and support staff will do all they can to support the child who is being bullied and where it is ascertained that a child is being bullied, then, after consultation with the Principal, inform the parents or carers of the child involved. Follow up action may involve counselling and support for child being bullied, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has been responsible for the bullying, explaining to them why their action was wrong, and we endeavour to help the child change their behaviour in future.

7. The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep letting people know. Pupils are invited to tell us their views about a range of school issues, including their feelings on behaviour and bullying through class discussions, assemblies and as part of our on-going PSHE and citizenship lessons.

8. The role of parents

It may be parents who report bullying incidents to school. This will only happen if a parent or child has confidence in the school that prompt action will be taken, and if they are kept up to date with progress and outcomes.

Our school ensures that:
- Staff receiving phone messages, notes or visits from parents are clear about procedures and the steps they should take
- School office and other staff are sensitive to the emotional needs of parents making contact with the school.
- Parents have confidence that staff will act promptly, take their concerns seriously and not do anything that makes the situation worse for their child.

Staff take swift action and report progress back to parents
- Parents are clear about how to take the matter further if they do not feel that their concern has been properly addressed.

Parents and carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the Principal or their child's class teacher immediately.

If a parent is dissatisfied with the way the school has dealt with a bullying incident they can ask the chair of governors to look into the matter.

9. Education to help prevent bullying

The school Jigsaw P.S.H.E. & Citizenship programmes contains strategies which encourage children away from bullying i.e. it promotes co-operation, helpfulness and consideration for others.

Assemblies - Our British Values Assembly themes raise awareness of bullying and also teach other key values (such as 'Caring', 'Tolerance' and 'Respect') to deter it.

Reactive programmes for vulnerable groups or groups involved in bullying.

For example:
- Counselling and/or Mediation schemes
- Small group work

Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.

Support for parents/carers
- Parent information events/ information-on the school website

Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities

- Encouraging all staff to model expected behaviour

Bullying is a whole school issue.

By involving Governors, Teachers, Education Support Staff, Parents, Student Councillors and Pupils, people become aware of the school policy on bullying and that we are serious about tackling the problem.

10. Monitoring and Review

The Principal who reports to governors about the effectiveness of the policy on request monitors this policy on a day-to-day basis.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this through discussion of the frequency and types of bullying incidents recorded by the school with the Principal. Analysis of information for patterns of people, places or groups will be carried out with particular reference to racist bullying, or bullying directed at children with disabilities or special educational needs.