



Kingsdale Foundation School

Anti-Bullying Policy

(to be read in conjunction with the Achievement and Behaviour and Safeguarding Policies)

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Introduction

This policy is based on the following rights:

- A right to learn
- A right to feel safe
- A right to respect where pupils are encouraged to exist in a calm and harmonious environment and take responsibility for their own behaviour.

The school's Achievement & Behaviour Policy makes it clear that all pupils have the right to learn. However, this cannot happen if certain pupils are being bullied and live with continual fear and intimidation during their school life. Our anti-bullying approach reflects our wider commitment to prevent and respond to any situations involving child-on-child inappropriate behaviour/abuse.

The School's approach to the prevention and response to bullying is in line with the public sector Equality Duty that came into force 5 April 2014. This Policy is also compliant with the DfE publication '*Preventing and tackling bullying: advice for headteachers, staff and governing bodies*' published in July 2017 and accessible [here](#).

In line with best practice, the school has a designated lead on matters related to cyber bullying. This person is Mr. O. Fatodu, Acting Designated Safeguarding Lead.

What is bullying?

Bullying is behaviour, whether physical, verbal or psychological, conducted by an individual or a group and directed against an individual or group and usually repeated over time.

Bullying can however be on-going or an isolated incident. Bullying may be part of competitive socially unacceptable behaviour.

Verbal bullying can include

- Threats, teasing, name-calling
- Offensive remarks about personal appearance, hygiene, race and family, including a child's Looked After/carer arrangements
- Offensive remarks about ability, religion, gender, sexual orientation (homophobic) or transphobic remarks
- Isolation, social exclusion, e.g. 'cancelling' or 'ghosting', either in-person or online, e.g. social media
- Sexist and sexual remarks

- Spreading malicious rumours and/or gossip
- Or any of the above in written form such as graffiti, images, notes, video etc.
- Cyber bullying – *see below*

Homophobic bullying using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGBT. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or who have gay friends, or where their parents/carers are gay.

Dismissing such homophobic comments as ‘banter’ is not acceptable. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Transphobic bullying using transphobic language

Transphobic language is terms of abuse used towards individuals who feel that they are not the same gender as the one they had or were said to have at birth.

Dismissing such transphobic comments as ‘banter’ is not acceptable. We will challenge the use of transphobic language in our school even if it appears to be being used without any transphobic intent. Persistent use of transphobic language or transphobic bullying will be dealt with as with any other form of bullying.

Physical bullying can involve:

- Punching, spitting, pulling hair and clothes, scratching, pushing, tripping up
- Preventing access to rooms, corridors, lockers and queues
- Threatening or obscene gestures

Socially and emotionally intimidating behaviour may include:

- Extorting money, sweets, other items or services
- Interfering with other people’s property
- Excluding people socially
- Seeking to or actually exerting control or controlling behaviours
- Sexual harassment
- Abusive phone calls
- Cyber bullying – this could include the sending of inappropriate, offensive and false messages by phone, text, instant messaging, through websites and social networking sites/apps and the sending of offensive, degrading or inappropriate images by phone, or via the internet.

- Comments related to appearance or health conditions, learning difficulties or behaviour.

Aim

To ensure a safe environment for teaching and learning where every student is able to attend school in safety and free from humiliation, oppression and abuse so that they can learn and progress to their fullest potential.

Objectives

1. To prevent bullying and to reduce levels of bullying to close to nil, both on and around the school site, and off the school site, i.e. as pupils travel to and from school or in the instance of cyber bullying
2. To raise the awareness level amongst pupils, staff, parents and governors concerning school anti-bullying policy and procedure and of any instances of bullying that occur in the school or off of the school site involving members of the school community
3. To ensure that education with regard to bullying permeates the academic and pastoral curriculum at every level
4. To encourage all incidents of bullying to be reported quickly and effectively
5. To enable staff to deal more effectively with bullying as and when it occurs
6. To make sure that all concerned are aware of what action is taken when a bullying incident occurs and what the likely follow-up should be
7. To include both the bullies and the victims in any ongoing preventive work, e.g. assertiveness training
8. To ensure that all bullying matters which require further referral are passed to the relevant senior member of staff/safeguarding lead, promptly so as to facilitate the referral. This includes incidents which may be considered criminal and require a Police referral, and incidents that may be considered a child protection concern and therefore require a referral to social care via Duty Desk or CAF referral.
9. To ensure maximum supervision of all key areas of the school and key transit routes, and awareness of bullying outside of school time, including travelling to and from school and cyber bullying.

10. To examine, monitor and review responses from pupils, staff, parents and governors with regard to the effectiveness of the Policy
11. To maintain a system, where appropriate stakeholders are included in anti-bullying work, including student counsellors, mediators and where appropriate, the School's Police Liaison Officer.

What is Cyber bullying?

Cyber bullying is the use of Information and Communication Technology (ICT), particularly mobile phones and internet, deliberately to hurt someone else.

Cyber bullying may consist of threats, harassment, embarrassment, humiliation, defamation or impersonation. Cyber bullying may take the form of general insults, or prejudice-based bullying, for example homophobic, transphobic, sexist, racist or other forms of discrimination.

There have been cases of school employees being cyber bullied by current or ex-pupils; by colleagues, parents and other adults; and by people who attempt to remain anonymous.

There are reported cases of cyber bullying involving email, Virtual Learning Environments, chat rooms, websites, social networking sites, mobile and fixed-point phones, digital cameras, games and virtual world sites.

Some Features of Cyber bullying

- Cyber bullying can take place 24 hours a day, 7 days a week. Incidents can take place in the victim's own home, intruding into spaces that have previously been regarded as safe and private.
- The audience can be very large and reached rapidly. The difficulty in controlling electronically circulated messages means the scale and scope of cyber bullying can be greater than other forms of bullying. Electronically-forwarded content is hard to control, and the worry of content resurfacing can make it difficult for the person being bullied to move on.
- The profile of the person being bullied and the bully may not rely on traditional power imbalances - a cyber-bully may not be older, or physically stronger, or hold a position of greater authority than their victim.
- Unlike other forms of bullying, the target of bullying will usually have evidence of its occurrence. The bully will leave a "digital footprint" that can potentially be used as evidence against them.
- In some cases, incidents of cyber bullying may be unintentional. The person responsible may not realize that remarks are publicly accessible and persistent, or understand the amplified effect that technologies produce. They may not be fully aware of the potential seriousness or impact of their actions. Therefore prevention activities are key to ensuring the whole school community clearly understands the serious consequences of cyber bullying, including sanctions.

- Staff, visitors and other adults including parents, must remain vigilant to comments made by students which may alert the existence of a cyber-bullying situation. This may include students talking about content they have seen via social media about the target of cyber bullying. Staff, visitors and other adults, must ensure that all such 'leads' are passed to the relevant member of staff for further investigation/action, in line with the procedures laid out in this policy. In most cases, this will be the Head of Learning.

This policy recognizes the powers possessed by duly delegated members of the staff body embodied in the Education Act 2011, to search for and if required, to delete inappropriate images or files on electronic devices, including mobile phones. This practice will be used by duly delegated staff members as an important response to reported cases of cyber bullying involving members of the student school community. Cases of identified files/images/messages which may constitute a criminal offence will be referred to the School's Police Liaison Officer as required.

Staff are reminded that under the terms of the 2003 Communications Act, it is illegal to for someone to use a public network to send a malicious message or any content to an individual or individuals. This would include applications such as Snapchat, Facebook, Instagram, BeReel etc.

Key Principles

School Ethos

The safety of pupils and staff is the responsibility of the entire school community.

All pupils, parents, support staff and teachers are entitled to a welcoming and safe environment

Bullying is seen as a very serious matter and will be dealt with as a key school priority.

Reporting Incidents

Reporting incidents is viewed as highly commendable behaviour and all pupils and parents should feel free to report incidents or any concerns

The whole school motto that 'Kingsdale is a telling school' will be regularly transmitted to and by stakeholders

All reports will be treated with the utmost confidentiality, in line with school safeguarding requirements

Every incident must be recorded

Procedures which teachers can use to record every reported incident of bullying must

Include:

- A simple and reliable system of recording
- Follow through for every incident

Pupils must be aware of the procedures for reporting bullying and to whom

Pupils must feel able to report bullying, in the confidence that such reports will be taken seriously by staff. This can include reports of adults bullying pupils.

Development of the Policy

- Regular school surveys are an essential part of reviewing the effectiveness of the Policy and providing information about the degree or not to which bullying is taking place. The school will involve the whole staff in the formulation and review of the Anti-Bullying policy, including facilities staff, cleaners, security staff and particularly governors.
- The Anti-Bullying Policy must be consistent with the overall Teaching and Modifying Behaviour Policy as well as the Citizenship and Inclusion Policy.

Access to the Policy

All members of the community have the right of access to this Policy. This may mean providing the Policy in community languages on tape or in writing and the distribution of leaflets about the policy where necessary.

The Anti-Bullying Policy will be available from the School's website, and on request from the main school office. Parents will be reminded of the key aspects of the Anti-Bullying Policy at least once per academic year.

Dealing with Incidents of Bullying

Witnessing Bullying

Separate victim/survivor and bully.

Call on support of other adults if necessary.

Take victim/survivor to a place of safety ideally the Main Office, Pupil Support Office or Mentors' Office.

Where there is physical violence, call in a First Aider to see to any cuts, injuries or bruises. All students with **HEAD INJURIES SHOULD BE TAKEN TO HOSPITAL**. (Either an ambulance should be called or an insured member of staff should take the student). Otherwise comfort and support the survivor.

If the incident is deemed a very serious one, the Head or Deputy will need to be informed immediately so that critical incident procedures can be followed.

Isolate the perpetrator/s with an adult to ensure that they are no longer a danger to others (or themselves)

Take statements from:

- The survivor
- The Perpetrator
- Witnesses

Where necessary use an interpreter.

Copy the record to the:

- Head of Learning
- Head of Upper or Lower School
- Director of Learning Support
- Safeguarding Team

For serious incidents, the Head of Upper or Lower School and the Head teachers should be informed immediately.

Eight Stages of Investigation of an Incident

Procedure to Investigate Bullying Incidents:

- | | |
|--------------------|---|
| Stage One | A pupil, parent/carers/teacher/visitor reports bullying |
| Stage Two | The person to whom the report was made refers matter to Head of Learning |
| Stage Three | The Head of Learning then informs the victim of the procedure and reassures them. It may be necessary to use class photos to identify perpetrator(s) |
| Stage Four | The Head of Learning gathers information by interviewing all relevant parties separately. Witnesses wait separately to be interviewed. The Head of Learning may need to consult pupil records and consult staff who were on duty/present at |

the time. There could be a delay while this takes place; If so, it is important to explain the delay in case the credibility of the procedures is put in jeopardy. If required, a CCTV request must be made via the appropriate Deputy Headteacher of any possible images relating to an incident or incidents. If the bullying is cyber in nature, the Head of Learning will wish to gather visual evidence, e.g. screen shots or further information. This may require a referral to a senior manager for authorization for the confiscation of a student device in line with school policy.

- Stage Five** The Head of Learning then weighs the evidence, reaches a conclusion and discusses the findings with both parties, including relevant staff and parents of the victim/survivor and perpetrator/s. A full explanation for the conclusion must be given.
- Stage Six** The Head of Learning then contacts parents as necessary and applies appropriate sanctions and support to those found guilty of bullying to reinforce the message that bullying can harm and will not be condoned. A letter will go on file for pupils found to have been bullying. Mediation and Counseling will be used where possible for Victim/survivor and perpetrator. If the Head of Learning believes the bullying behaviour may constitute a criminal act, the matter must be referred to the appropriate Deputy Headteacher so that contact can be made with the School's Police Liaison Officer. The School will also consider whether Restorative Justice is an appropriate response to resolve a bullying situation and to prevent further bullying from an individual to both an identified victim and future unidentified victims.
- Stage Seven** Having applied the sanctions, the reason for the bullying should be investigated. Bullying may be a symptom of a wide variety of problems experienced by the perpetrator. Support must be offered to the perpetrator and victim/survivor (see page 9). At this stage, it may be deemed appropriate by the School's Safeguarding Lead/Senior Pastoral manager to implement an round of anonymous questionnaires to ascertain the extent of a particular problem or issue and to confirm that incidence of bullying remains low in line with the objectives of this policy.
- Stage Eight** A summary of the incident should be written up in a logbook held by the Head of Learning and kept for the purpose of monitoring. These logs should be accessible by the senior staff and the designated Safeguarding Governor on request.

Follow up with Victim and Bully

Work With the Victim

Sometimes children are bullied because they lack appropriate assertiveness skills, or because they have poor self-esteem. An interview with the child may help to determine if this is the case and, if so, appropriate support can be arranged.

Follow up support can be provided tutors, mentors and the School Counsellor

- On a one-to-one basis in order to help the child learn more positive ways of responding to teasing and harassment
- On a group basis. Groups have run successfully and helped children to develop new and more effective ways of relating and reacting to other children and to be more assertive.

Work With the Bully

The bully must be helped to acknowledge inappropriate behaviour and express concern for the victim.

The tutor must refer all pupils who have been bullying, to the School Counsellor or mentor for counselling. Pupils should be withdrawn from a lesson as soon after the incident as possible and no more than 3 days. Parents need to be informed immediately and called in for interview with the Head of Learning for very serious accidents. Parents should always be immediately informed by telephone.

Identifying Victims of Bullying

Signals Often Include:

- Deterioration of work
- Isolation from peers
- Moodiness
- Quietness
- Repeated request to stay with an adult
- Erratic attendance
- Change in appearance
- Unexplained non attendance to school

If an adult suspects a child is being bullied they should:

- Talk with the child
- Alert the tutor who should talk with the parent/carers and make a report as necessary.

Some children may be reluctant to admit they are being bullied and discussions will need to be handled sensitively.

Key Actions for Maintaining a Safe School

Promoting the Policy:

- The Anti-Bullying policy will be most effective if it has the support of the majority of students. There need to be opportunities in the formal curriculum particularly in English/Drama, History and PSHCE to consider bullying as a social problem.
- The issue needs to be regularly discussed at assemblies.
- Close collaboration needs to take place between Heads of Learning, the PSHCE Coordinator and the senior staff with responsibility for this policy to ensure a coherent programme of work during assemblies, tutor time and PSHCE sessions.
- Copies of the Policy must be available to the whole school community (see above).
- A resource bank of materials for teachers and pupils will be available.
- Anti-bullying strategies for prevention & identification of bullying and procedures for dealing with bullying will usually be 'refreshed' with all staff in the termly safeguarding training. Additional training and support will also be offered through school based INSET sessions.

Tutors and Teachers need to:

- Plan training for pupils on the effects of bullying e.g. Drama, role-play, discussions and games.
- Praise pupils for reporting that a fellow pupil has been bullied. The culture of reporting bullying as 'telling on pupils' should be actively discouraged. Instead the mantra of 'Kingsdale is a telling school' must be positively encouraged both verbally from staff and stakeholders and through written communication, e.g. letters/posters.
- Ensure children have access to mentors, counselling and support groups.

School Environment:

- 'Hot spots' (where bullying tends to occur) must be adequately supervised. The survey should reveal locations where bullying takes place more frequently, including any off site spots and cyber bullying situations.
- Provide creative and safe play areas. These must be maintained and can be effective ways of preventing and reducing bullying.

Parents:

- Parents should not be blamed if the child has been bullied. The school should encourage mutual support through the Parents' Forum and through regular and effective communication with parents regarding anti-bullying procedures and systems.

Governors:

- Regular reports need to be made to governors on bullying. A named governor will have responsibility for close monitoring and support. This may be the designated Safeguarding Governor.

Staff:

- Effective anti-bullying practice should be shared with other schools.
- Newly qualified staff will receive detailed induction regarding anti-bullying so that they are able to play a full role in prevention, including cyber bullying and with any identified/reported bullying incidents.
- The school's Anti-Bullying Policy should be included in the Staff Handbook. It should be generally available to all staff in the school, for example by display in staff rooms and on the school's shared area/intranet.
- School administrative staff should report parents' concerns on bullying promptly to a senior member of staff. Administrative staff will be reminded of their key role and responsibilities in preventing incidents and reporting those that are identified appropriately and promptly.

Absence from School:

- Tutors and the pastoral team, including the relevant pastoral assistant, should act quickly on unexplained, persistent and periodic patterns of pupil absence. This will be assisted by the School's First Day Contact protocol. Pastoral managers and the School's Attendance Office, will meet weekly to discuss attendance matters and should consider any absence which may be related to new or ongoing bullying issues.

Roles and Responsibilities

All Staff:

- To assist in creating and maintaining an environment where effective prevention of bullying takes place, including off of the school site, e.g. travelling times and cyber bullying
- To look out for early warnings of pupils being bullied or bullying and to remain vigilant and responsive
- To record/report all incidents as detailed in this policy
- To quickly follow up information from other adults, including parents/visitors/members of the public, in line with this policy, regarding potential incidents
- To remain up to date with School Anti-Bullying procedures and policy and to make use of school training and support resources, particularly in relation to the ever changing cyber landscape and matters relating to cyber bullying.

Tutors:

- To assist in creating an anti-bullying ethos in the tutor group, including a culture of reporting of any incidents
- To report any incidents appropriately in line with this policy and to contact parents/carers as required
- Encourage victims/survivors and perpetrators to attend counselling or mediation.
- To remain up to date with School Anti-Bullying procedures and policy and to make use of school training and support resources, particularly in relation to the ever changing cyber landscape and matters relating to cyber bullying.

Heads of Learning:

- To assist in creating an anti-bullying ethos in the year group, including a culture of reporting of any incidents
- To use whole year opportunities to contribute to the above point, including assemblies, communications with students and interactions with parents/carers
- To deal quickly and effectively with any incidents in line with the procedures laid out in this policy
- To refer any bullying incident to the Safeguarding Lead or the School's Liaison Officer (through the relevant Deputy Headteacher) as appropriate).
- To review incidents of bullying in order to ascertain if there is a pattern

- To monitor student experiences to inform ongoing feedback and policy
- To remain up to date with School Anti-Bullying procedures and policy and to make use of school training and support resources, particularly in relation to the ever changing cyber landscape and matters relating to cyber bullying.

Head of Upper/Lower School:

- To assist in creating an anti-bullying ethos in the Key Stage, including a culture of reporting of any incidents
- To support Heads of Learning in investigating incidents or to initiate investigation/action in the absence of the Head of Learning or where the matter is considered particularly serious
- To bring particularly serious incidents to the attention of the appropriate Deputy Headteacher, Safeguarding Lead or the School's Police Liaison Officer as required.
- To recommend further action/sanction in serious cases as appropriate, including Annexe Referral/exclusion.

Lead Member(s) of Staff Responsible for Policy:

- To monitor Policy and situations resulting in the need for Policy change/amendment
- To ensure the Policy is implemented effectively and correctly
- To review the Policy as required
- To keep abreast of national changes to policy and school implementation requirements
- To co-ordinate use of questionnaire and monitoring actions amongst school stakeholders in relation to anti-bullying/bullying
- To ensure the maintenance of the anti-Bullying log books
- To liaise with the lead governor for the Anti-Bullying Policy

The Role of the Parent/Carer

Information for parents and family

If a child is being bullied the parent/carers should:

- Calmly talk with the child about his/her experience
- Make a note of what the child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened – where the bullying is cyber bullying, try to ascertain the application that any bullying has taken place on, whether the malicious content is still present and/or whether the child has retained any visual record of the bullying, e.g. screen shots.

- Reassure the child that he/she has done the right thing to tell you about the bullying
- Explain to the child that should any further incidents occur he/she should report them to a trusted teacher/member of staff immediately
- Make an appointment to see the child's class teacher or form tutor or Head of Learning (in serious cases an appointment is not required). Explain to the member of staff the problems your child has reported to you.

Talk with teachers about bullying:

Try to stay calm- bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident (please note that abusive or threatening behaviour from a parent on school premises is not acceptable in line with published school policy)

- Be as specific as possible about what the child says has happened – give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school, let them know if things improve as well as if problems continue

If you are not satisfied:

Families who feel that the school is not addressing their concerns appropriately might like to consider the following steps:

- Make an appointment to discuss the matter with a senior pastoral manager, e.g. the Head of Lower or Upper School, or a Deputy Headteacher
- Making a complaint in line with the School's Complaints Policy (this is available on the School's website and on request from the School Office).

If the Child is Bullying Other Children

Many children may be involved in bullying other pupils at some time or the other. Often parents are not aware that their child is involved in bullying. Children sometimes bully others because:

- They don't know it is wrong
- They are copying older brothers and sisters or other people in the family whom they admire
- They haven't learnt other, better ways of mixing with their school friends

- Their friends encourage them to bully
- They are going through a difficult time and are acting out aggressive feelings
- They themselves have been the victims of bullying

To Stop Your Child from Bullying Others

- Talk with your child, explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour, from using aggression or force to get what they want
- Show your child how he/she can join in with other children without bullying
- Make an appointment to see your child's class teacher or form tutor; explain to the teacher the problems that your child is experiencing; discuss with the teacher how you and the school can stop him/her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/she is cooperative or kind to other people

Letters and leaflets to parents emphasising the Anti-Bullying Policy and how seriously the school takes bullying will be issued during each academic year.

Monitoring and Evaluation

The Policy will be monitored termly and a full evaluation will take place each Summer Term by the senior member of staff responsible for this policy.

Lead Person(s) for Anti- Bullying Policy

Deputy Head of Lower School/ Deputy Head of Upper School in conjunction with the School Safeguarding Lead.

An on-going process will follow that includes:

- Raising Awareness
- Developing self-esteem
- Playground and corridor management
- Looking at the geography of the school and its lay-out
- Supervision of 'hot-spots'
- Developing social skills
- Strengthening the ethos of respect for others

- Remind students of their rights and responsibilities during their travel to and from school and the extent of the School's powers in preventing/dealing with incidents that occur off of the school site, including cyber bullying.
- Involving parents and developing parent/teacher relationships as far as possible so that any potential anxieties can be brought to the teacher straight away in the event of their child being bullied or their knowledge of another child in that situation.

References and Useful Resources:

The policy draws on information from:

- Behaviour and discipline in schools: Advice for headteachers and School Staff, DfE, January 2016
- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, DfE, July 2017
- Approaches to preventing and tackling bullying, case studies, DfE, June 2018
- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Section 127 of the Communications Act 2003
- Public Order Act 1986
- The Defamation Acts of 1952 and 1996
- Embedding anti-bullying in work in schools – DCSF 2007
- Kingsdale Foundation School – Teaching, Learning and Modifying Behaviour Policy

Useful resources and organizations regarding anti-bullying:

Anti-bullying Alliance (ABA) – www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Educational Acting Challenging Homophobia (EACH) – www.eachaction.org.uk

EACH is a charity and training agency helping people and organizations affected by homophobia. The website provides guidance and a freephone helpline.

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childline – www.childline.org.uk

An organization which will listen to concerns raised by students and offer support and advice, including on matters related to bullying. Contactable for free by phone on 0800 1111.

Bullying and the Law:

The following extracts provide the legal contextual framework for the school's preventative and responsive work towards bullying.

Under the Children Act 1989 (updated 2004), a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer from 'significant harm'. The normal procedures should then be followed in this matter.

The Equality Act 2010 replaces previous anti-discrimination laws. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. This replaces three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimization and any other conduct prohibited by the act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it;

Section 89(5) of the Education Inspections Act 2006 (updated 2011) gives headteachers the power to regulate student's conduct when they are not on school premises and are not under the lawful control or charge of a member of staff. This can relate to bullying incidents occurring anywhere off the school site, including cyber bullying.

Although bullying is not a specific criminal offence, it is important to bear in mind that some types of harassing, or threatening behaviour or communications could be considered a criminal offence, for example under the Protection from Harassment Act 1997 and the Malicious Communications Act 1998, the Communications Act 2003 and the Public Order Act 1986 (updated – Criminal Justice & Public Order Act 1994). For example under the Malicious Communications Act 1998, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. There are also criminal laws which apply to assault.

APPENDIX 1



KINGSDALE FOUNDATION SCHOOL

Anti-Bullying Questionnaire

AIM

The aim of the questionnaire is to ascertain:

Is there bullying at the school?

Where does it take place?

Do students know what to do?

Who to go to?

What form does the bullying take?

Will they be listened to?

How safe do they feel at/to/from school?

Do they know about the Anti-bullying Policy?

Is bullying taken seriously?

Is the Policy working?



KINGSDALE FOUNDATION SCHOOL

Anti-Bullying Questionnaire

Name: _____ (optional) Gender: **M / F**

Year Group: _____

Please ✓ or O any that applies to you

1. Have you ever been bullied? Yes / No
2. If you were being bullied would you know what to do? Yes / No
3. Have you ever seen someone being bullied? Yes / No
4. If you or someone was bullied, what type of bullying was it?
• Verbal • Physical • Cyber • Other _____
5. Did you tell someone? Yes / No Who did you tell?
• Parent • Teacher • Friend • Other _____
6. Did the bullying take place inside or outside school?
• Inside • Outside • Both
7. If the bullying happened inside school, in which area did it happen?

• Playground/outside • Classroom • Toilets • Other

8. If you were bullied, are you:

• A girl bullied by girls • A boy bullied by boys

• A girl bullied by boys • A boy bullied by girls

9. Which from the following list do you think would be the best sanction to be given to a bully?

• Counselling • Detention • Bully and victim meet

• Other suggestions _____

10. Have you seen/read the Anti-Bullying Policy? **Yes / No**

11. Do you feel secure in the following places?

Classrooms: _____

Playground: _____

Corridors: _____

Library: _____

Toilets: _____

Dining Areas: _____

On the road while coming to / going from school: _____

12. How confident are you that the school deal well with bullying?

Very confident ☐

Quite confident ☐

Not very confident at all ☐

Don't know ☐

Other (please specify): _____

13. What do you think would prevent bullying? **(Please tick up to 3 boxes)**

- ☐ Providing a clear definition of what bullying is and that it is unacceptable
 - ☐ Have an Anti-Bullying Policy that is shared with all staff, students and parents/carers
 - ☐ Make sure children know how to report incidents of bullying
 - ☐ Make sure that parents and carers know how to report incidents of bullying
 - ☐ Talk to children in the school through assemblies and lessons about what bullying is and how to stop it
 - ☐ Increase the level of supervision in the playgrounds
 - ☐ Punish children who bully others
 - ☐ Give further support to children who are bullied e.g. one-to-one time with a member of staff or a counsellor
 - ☐ Give parents and carers more information and advice about bullying
 - ☐ Offer peer support in the school (where another pupil provides one-to-one support)
 - ☐ Provide a safe place for children to go if they are worried about bullying
 - ☐ Other (please specify) _____
-

14. Please tell us about any other suggestions that will help to make Kingsdale Foundation School a safe learning environment for its community: _____

Thank you for completing the questionnaire.

Remember: “Kingsdale is a telling school!”

Ms O Fatodu

Acting Designated Safeguarding Lead

June 2024 – Next Review Summer 2025



Kingsdale Foundation School Bullying Referral Process

