King's Academy Ringmer

"in pursuit of excellence"

Anti-Bullying Policy

Date: agreed at FG on 17 September 2019, reviewed September 2021 and July 2023
Review date: July 2024

Statement of Intent

At King's Academy Ringmer, the aim is for all students to fulfil their potential personally, academically and socially, developing self-respect, respect for each other and for the community. Therefore, all forms of bullying and harassment are considered unacceptable, and it is essential to ensure that all students are treated with dignity and respect, irrespective of gender, race, colour, nationality, ethnic or national origins, religion, disability, sexual orientation or age. All reported or suspected incidents of bullying will be investigated and appropriate action taken.

Definition of Bullying

Bullying can be defined as *"repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power"* from Anti-Bullying Alliance & DfE: 2014. Some young children confuse friendship issues with bullying. What characterises bullying is a wilful, conscious desire to distress, hurt, threaten or frighten someone. All forms of bullying are damaging to a person's well-being. Bullying can take many forms but the four main types are:

Verbal bullying – Hurting someone's feelings: hurtful teasing, name-calling, mimicry, taunting, making threats, spreading rumours, racist, sexist or homophobic remarks.

Indirect bullying – hurting someone's friendships: isolating an individual from the activities and social acceptance of their peer group.

Physical bullying – Hurting someone's body: hitting, pushing, tripping someone, kicking, biting or damaging someone's property.

Cyber bullying – hurting someone virtually: sending e-mails or text messages containing insults, threats or images directly to other young people; or spreading hateful comments through social networking sites, other websites and online diaries (blogs).

Cyber Bullying

Whilst most cyber bullying takes place at home, the issues often come into the academy. The academy has a responsibility to educate students about such bullying and to support students who are victims. However, parents are responsible for monitoring their children's use of the internet. Parents may wish to report Incidents of cyber bullying which take place out of the academy to the police. Students are taught about cyber bullying as part of their

PSHE lessons, and through assemblies. It is very important that it is understood that some forms of cyber bullying constitute a criminal offence, and that victims may choose to prosecute.

Racist Bullying

Racist bullying is defined as 'any incident which is perceived to be racist by the victim or any other person' in the MacPherson Report 1999.This includes racial name calling or taunts, and indeed racist "jokes". The Race Relations Act 2000 requires academies to promote race equality with requirements linked to anti-bullying policies. In spite of limited racial diversity at King's Academy Ringmer, racism is taken very seriously, and racial tolerance is promoted through assemblies, through the PSHE curriculum and through the ethos of the college.

'prejudice-based bullying'

Bullying behaviour motivated on grounds of an individual's gender, ethnicity, body image/size, sexuality, disability, age, religion or belief

Effects of Bullying

Bullying affects children and young people's social and academic lives, and can have a long-term impact on a person's health and well-being. It is a major cause of depression, which affects learning, attendance, achievement and has lasting effects through adulthood. It can lead to self-loathing and self-harm and cause or contribute to eating disorders. The single largest reported focus of bullying and name-calling in East Sussex academies in general, and King's Academy Ringmer in particular, is personal appearance (44%, Safer Academies Survey, 2011). The seriousness of these outcomes reinforce the fact that all bullying issues must be dealt with quickly and effectively. We encourage students to report any incidents of bullying, through a variety of mechanisms, including a peer support group and a "confidential" e-mail address that is specifically for the purpose.

Anti-social behaviour (ASB)

Acting in a manner that caused or was likely to cause harassment, alarm or distress to one or more persons not of the same household as (the defendant)' Crime and Disorder Act (1998)

The Home Office has identified four broad types of anti-social behaviour: misuse of public space, disregard for community/personal well-being, acts directed at people and environmental damage. The Respect Action Plan describes anti-social behaviour as 'behaviours which can make life a misery for others, particularly in most disadvantaged communities'. Some low level crimes may be classed as anti-social behaviour depending on the seriousness of the act.

Definition of 'a hate incident'

Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate based on:

a)   Race
b)   Religion/Belief
c)   Sexual Orientation
d)   Disability and learning difficulties
e)   Gender or gender identity

Examples of Hate Incidents

Hate incidents can consist of: verbal abuse or insults e.g. Detrimental comments, abusive language and "jokes" relating to race, religion, disability/learning difficulties, gender/gender identity; insulting gestures, abusive telephone calls, offensive messages.

Definition of 'a hate crime'

"Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate" (ACPO 2005).

Hate crime should be reported directly to the police

Responses

Below is a list of suggested short term and long term responses to bullying and hate incidents:

- Take firm swift action in cases of violence and aggression – if immediate response required arrange attendance by the police.
- Ensure the victim feels supported and is given space and the opportunity to talk about the incident
- If a bullying incident refer to the Anti-Bullying Policy
- Where appropriate involve the parents of victims and perpetrators
- Respect the wishes of the victim but if there are safeguarding concerns or if you answer yes to any of the 4 risk assessment questions take action

- Avoid being confrontational with the perpetrator and challenge their behaviour and ideas rather than them
- Help the perpetrator understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- Provide some time and space to allow the perpetrator to reflect on their behaviour or calm down before taking any follow-up action or talking through the incident further
- If the perpetrator has made inaccurate statements, point these out, question stereotypes and counter prejudice by providing accurate information
- Let other pupils that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- Consider the intentions of the perpetrator before applying sanctions, especially before exclusion
- Consider the intentions of a victim who has retaliated before applying sanctions, especially before exclusion.
- Keep the victim and parents informed about progress and any actions taken
- Record on MyConcern

Implementation of Policy

The Anti-Bullying Policy ensures that King's Academy Ringmer is both proactive (seeking to educate students and prevent bullying) as well as reactive (responding swiftly to any bullying issues) in its approach to bullying. This policy is also supported by the Anti-Bullying Group, and a designated member of staff with specific responsibility for bullying issues, in additional to our full-time pastoral team. Fastidious record-keeping of bullying and hate incidents is essential to implementing the policy. All incidents are recorded on SIMS (Academies Information Management System) and are frequently monitored. Incidents are also reported on Myconcern which is monitored by the DSL and deputy DSL.

Staff Responsibilities

The Governors are responsible, in consultation with the Principal for establishing the anti-bullying policy and for reviewing it at the appointed review date.

The Senior Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures.

Senior Student and OASIS Group Mentor is responsible for keeping up-to-date with bullying issues and strategies to support students, as well as liaising with students in co-ordinating anti–bullying work within academy (The OASIS Group).They are also responsible for offering support within academy for students whose emotional well-being is significantly affected by bullying, whether they be a victim or have been involved in bullying themselves. This work is sometimes delegated to trained students from Years 10 and 11 who are able to meet with the students regularly, and offer both emotional support and practical strategies to deal with bullying issues. The Inclusion Mentor also co-ordinates the monitoring and record keeping of bullying incidents and hate or anti-social behaviour.

All Staff are responsible for applying the academy's anti-bullying policy. Tutors will have a key role in supporting individual students. For monitoring purposes, staff are required to feed information to the Inclusion Mentor, in order that accurate records of incidents can be kept.

The OASIS Group is a group of students from the older year groups who have been trained in Peer listening and in anti bullying support and strategies. They meet with the Senior Student and OASIS Group once a week to receive anti bullying referrals, and to discuss case work and outcomes.

Staff will be expected to:
- Take any accusation of bullying seriously, listening to the accusation/claim and informing the appropriate staff
- Liaise with parents/carers and inform them of any actions taken
- Encourage students to speak out against bullying and helping to create a 'zero-tolerance' attitude to bullying
- Monitor students so that signs of bullying can be spotted early.
- Create an environment of openness and trust so that students feel that they will be treated seriously.

Students will be responsible for ensuring that they do not bully, or support the bullying, of any other student. If they experience, hear of or witness any bullying, they should pass on any concerns or information they have to a member of staff or a Peer Mentor. The Senior Student and OASIS Group Mentor and the OASIS Group will be consulted over any new anti-bullying strategies.

Other Agencies will be involved as appropriate. These may include EHK, Social Services and the police if necessary.

Parents are responsible for informing the academy if they are aware of any bullying issues in academy. It is also important that they support any sanction given to a student who has bullied others. Parents can also help by dealing with any cyber bullying issues which are generated at home.

Oasis Group Information

The OASIS Group (Offering All Students Independent Support) is made up of a number of committed students, working with the support of a member of staff, the Senior Student and OASIS Group Mentor, who co-ordinates and implements the anti-bullying policy of the academy. OASIS can also offer support to students who have been identified as in need of short term support with any issues, such as friendship problems, or exam stress.

Our aim is to support all students, with a view to inclusion in academy life for all. This is facilitated through:
Peer Support-trained students in the upper academy offer one to one sessions of 'active listening' to support students who have been referred or identified
Assemblies-to keep the whole academy informed as to the support available
Transition Support-to assist Year 6 students joining the academy
Promoting and Reviewing the Anti-Bullying policy of the academy
Workshops to help build resilience
Workshops to explain the impact of bullying on both the perpetrator and the bystander.
Aiding the delivery of anti-bullying lessons in PSHE
CPD Training-to keep all staff updated with bullying issues and policy

How to access support - If you want your child to access this kind of support, or you would like more information:
> Ask your **Tutor**
> Ask your child's **Pastoral Intervention & Support Team**
> E-mail ringmer.oasis@kingsacademies.uk