

## **Kirk Balk Anti-Bullying Guidelines**

### 1. Philosophy

Kirk Balk defines bullying as 'a persistent, deliberate attempt to hurt and/or humiliate another person physically or emotionally.'

One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

As Kirk Balk is fully committed to creating an ethos which is caring and where students feel safe and secure, so that each one can work, learn and develop in an atmosphere of openness and harmony, it is therefore contrary to the ethos of the school to tolerate any incidents of bullying.

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying may take various forms, including:

- Physical e.g. kicking, hitting, pushing, intimidating behaviour or interference with personal property
- Verbal/Psychological e.g. threats, taunts, shunning/ostracism, name-calling/verbal abuse or spreading of rumours
- Racist Bullying – additional racist incident form must be completed e.g. physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
- Faith-based Bullying e.g. negative stereotyping, name-calling or ridiculing based on religion
- Sexist Bullying e.g. use of sexist language or negative stereotyping based on gender
- Sexual Bullying e.g. unwanted/inappropriate physical contact or sexual innuendo.
- Homophobic Bullying e.g. name-calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language.
- SEN / Disability Bullying e.g. name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties.
- Gifted/Talented Bullying e.g. name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort
- Cyber Bullying – e.g. abuse on-line or via text message, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones

### 2. Principles

- To provide solid definitions of bullying and to ensure that all students and staff are aware of these guidelines and fulfil their obligations to it
- To help create a safe learning environment where bullying is eradicated or at least minimised
- To treat all incidents of bullying seriously and allow them to be resolved with respect, fairness and dignity
- To monitor and support victims and bullies
- To meet any legal obligations which rest with the school

### 3. Objectives

- To make students, staff, parents, carers and governors aware of all forms of bullying
- To establish collective responsibility for eradicating bullying

- To make it clear that bullying will not be tolerated
- To give clear guidance on procedures to follow (where to go / who to tell / when appropriate)
- To maintain central records of significant incidents of bullying which are accessible via the SIMS system
- To support pro-actively the national anti-bullying week, e-safety week and Lesbian, Gay, Bisexual and transgender (LGBT) awareness week

#### 4. Student Responsibilities

- To treat others as you want to be treated yourself – refrain at all times from any behaviour which would constitute bullying
- To be fully aware of what bullying means
- To recognise the signs of bullying and know how to deal with a situation proactively
- To have a clear understanding of who to go to for help (choose someone you are comfortable with)
- To have a clear understanding of the different methods available for reporting bullying incidents
- Do not turn a blind eye to bullying and report to a member of staff

#### 5. Staff Responsibilities

- To listen to what students have to say
- To take what students have to say seriously
- To record what is said
- To pass the information as appropriate to a member of the pastoral or leadership team
- To make it clear that the student has made the right decision to tell
- To make it clear to the student that you cannot guarantee secrecy
- To monitor the students / involved
- Dealing swiftly, sympathetically and effectively with all bullying incidents reported so that they are seen to be dealt with promptly and fairly and both victim and bully are dealt with effectively.
- Making use of curriculum time to deliver anti-bullying lessons to year 7 with further lessons in other years to emphasise the wrongness and danger of bullying and to elicit practical suggestions from the students to manage its on-going eradication in the school.

#### 6. Parental / Carers, if you suspect your child is either being bullied or bullying others in school:

- Gather as much information as possible
- Share that information with a member of school staff (i.e. Form Tutor / Head of Year). All parents and carers have access to the 'Report Bullying' form on the website.
- Co-operate and assist the school in trying to resolve the incident in line with the school's guidelines
- Actively endorse and support the school's guidelines on Anti-Bullying
- Stress to your child the importance of acceptable, non-aggressive behaviour.

#### 7. Procedures

- We encourage students to inform a teacher or other adult in the school immediately if they feel threatened or are being bullied. Younger students can also report bullying to a prefect. All students have access to the 'Report Bullying' form on the website
- The Form Teacher or non-teaching Head of Year offer an 'identified adult' with whom students can talk in confidence and who can offer support and help.
- The Head of Year should be informed of all incidents of bullying.
- The Head of Year should interview the 'victim'. They will then decide how to proceed and inform the student what is going to happen. A record of the incident will be kept and is reported to the senior linked teacher; if the matter is considered to be of a serious nature, the Principal should be informed.

- The Head of Year may use 'Restorative Approaches' in conjunction with appropriate sanctions with the students involved to focus on the harm done and reduce the risk of repeated incidents.
- If a parent/carer wishes to discuss a bullying incident, he/she should make an appointment with the Head of Year.

### Bullying Outside School Premises

The school has the power to investigate and intervene with incidents of bullying conducted outside of the school premises and outside of the school day. The same procedures for investigation and intervention will be followed as for incidents carried out in school. Further action may be taken outlined in the following statement contained in the Department for Education's advice document; 'Preventing and Tackling Bullying March 2014'

'Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on.

The principal should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.'

Full document can be downloaded using:

<https://www.gov.uk/government/publications>

### 8. Intervention / Preventative Strategies

The intervention and prevention strategies will include:

- Assemblies
- An awareness through the curriculum delivery
- Mentoring
- Anti-bullying week
- Record keeping
- Staff presence at break / lunch times / bus duty
- Staff awareness raising of potential situations / victims e.g. IEP's
- Student Union meetings
- Staff training
- Prefects
- Anti-Bullying notice board
- Information posters signposting other bullying support agencies/charities

### 9. Intervention / Reactive Strategies

- Spoken to by an appropriate member of staff (bully and victim)
- Restorative meetings conducted with the students involved, when appropriate
- Support offered to both victim and bully
- Parents / carers informed
- Counselling – face to face / group work / circle of friends
- Sanctions in-line with the school's behaviour policy