



THE
KEYSTONE
ACADEMY

Preventing Bullying Policy



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1. INTRODUCTION

At The Keystone Academy, we believe all students have a right to learn in a supportive, caring and safe environment without the fear of being bullied. Every member of staff is responsible for the welfare and wellbeing of our students. We understand that both bullies and victims of bullying need support.

We are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, The Keystone Academy can help to create a safe environment where students are able to learn and fulfil their potential.

2. AIMS AND OBJECTIVES

This policy aims to ensure that:

- Associates of the Board, all staff, visiting professionals, pupils and parents/carers will understand what bullying is.
- All staff and associates of the Board will follow the school policy when bullying is reported or suspected.
- All pupils and parents / carers will know what bullying is and where to seek support in school if bullying arises.

To achieve this, the whole school community will work together to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour.
- react to bullying incidents in a reasonable, proportionate and consistent way.
- safeguard all pupils involved, including bullies and victims of bullies, and to trigger sources of support.
- apply consequences to the student causing the bullying and provide support to ensure they learn from the experience, possibly through multi-agency collaboration.

3. DEFINITION

It is important to understand what constitutes bullying as opposed to being rude or mean.

Rude - Inadvertently saying or doing something that hurts someone else.

Incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness or poor manners, but not meant to actually hurt someone.

Mean - Purposefully saying or doing something to hurt someone once (or maybe twice).

The main distinction between "rude" and "mean" behaviour has to do with intention; while rudeness is often unintentional, mean behaviour very much aims to hurt or depreciate someone. It is impulsive cruelty that is often regretted very quickly. Very often, mean behaviour in children is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down.

Bullying - the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition / example
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking belongings, any use of violence
Prejudicial (against people with protected characteristics)	Related to: <ul style="list-style-type: none"> ● race, religion, faith and belief and those without faith ● ethnicity, nationality or culture ● special educational needs or disability (SEND) ● Sexual orientation (homophobic, biphobic) ● gender, including transphobic bullying Could include: taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is recognised by the academy as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying can occur to anyone and this policy is inclusive of the bullying of school staff, whether by pupils, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to feelings of fear, misery, isolation, loneliness, powerlessness and hopelessness. Therefore, bullying will not be tolerated at The Keystone Academy and will be taken seriously.

4. RECOGNISING INCIDENTS OF BULLYING

Pupils who are being bullied may show changes in their behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in their engagement with school, including a lack of concentration or truancy. These signs and symptoms may indicate other concerns, but bullying should be considered a possibility and should be investigated.

Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults, at home and in school, should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Does not want to go to school on the bus
- Begs to be driven to school
- Changes his usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering or self-harming
- Attempts or threatens suicide or runs away
- Cries them self to sleep at night or has nightmares
- Feels ill in the morning
- Underperforms in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Is bullying other students or siblings
- Stops eating
- Is frightened to say what is wrong with them
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous/jumpy when a cyber-message is received

At Keystone we recognise that behaviour is a form of communication and seek to develop authentic relationships between staff and students to enable our staff to promptly

recognise changes in behaviours. These signs and behaviours could indicate other problems, but bullying should be considered a possibility, and should be investigated.

5. REPORTING INCIDENTS OF BULLYING

Pupils are encouraged to:

- speak to a member of staff if they are being bullied or know someone who is being bullied
- be confident to believe in their right not to be bullied
- be confident to 'stand up and say no'
- look out for the signs of bullying
- be careful about how they tease and 'banter' so as not to hurt the feelings of others

Staff will be vigilant for any signs of bullying and will respond quickly. They will:

- challenge and stop incidents if they witness them
- facilitate restorative meetings between students to try and resolve any conflict
- will listen to students who claim they are being bullied (or know someone who is being bullied) and will take the allegation seriously
- record and investigate all reported incidents of bullying using Arbor
- inform the Designated Safeguarding Lead (DSL) of any severe cases of bullying and record on CPOMS
- inform parents / carers of concerns

If any member of staff has concerns that a student (or group of students) is being bullied, they will report it to the DSL / SLT and it will be fully investigated.

Parents / carers are encouraged to listen to their child and try and find out if their worries are about bullying (repetitive and deliberately hurtful behaviour). If parents / carers believe their child might be being bullied or bullying others, they are invited to:

- Speak to a member of staff in school
- Work with school to help their child behave and develop strategies to keep themselves safe

Further guidance for pupils, staff and parents / carers can be found in Appendices 1-3.

6. PREVENTING BULLYING

Our culture is one of mutual respect, acceptance and care for others. This will be upheld by all and is reinforced by our shared expectations (see Behaviour Regulation Policy). In addition to this, the following measures are in place to prevent incidents of bullying:

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Staff work together to create a culture where everyone is valued.

- Staff build authentic relationships with students so they feel confident to talk about any worries including if they feel threatened by bullying.
- Staff challenge any use of language which doesn't uphold our values (including some forms of 'banter'). This might involve educating students around language choices.
- Use of curriculum opportunities, in particular form time, PSHE and RHSE where issues of diversity and healthy relationships are discussed and anti-bullying messages are drawn out. This includes opportunities to openly discuss differences that could motivate bullying and to reinforce socially acceptable behaviours.
- School assemblies and student/parent surveys
- Targeted and tailored lessons linked to daily reflection activities and form time can be taught, if a need is identified within a group
- Posters are displayed across the academy reminding pupils that we are anti-bullying and encouraging them to seek help and report any concerns. Helplines are displayed across the academy.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year, includes cross curricular activities and enrichment activities.
- All pupils are taught about being safe online to raise awareness of current risks and how to protect themselves and others from online bullying.
- Pupils are taught in small groups and are supervised closely, so incidents of potential bullying can be responded to and addressed quickly.
- Social times, including arriving and leaving the school building at the start and end of the day, are highly staffed.
- CCTV is in place in key areas inside and outside of the building.
- Pastoral staff are available to support individuals and refer them for additional support from other agencies, if required.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

7. RESPONDING TO BULLYING

If bullying is suspected or reported, the incident will be taken seriously and dealt with immediately:

- Support will be offered to all involved ensuring no one is at risk of immediate harm
- The Headteacher, DSL or other designated member of staff will interview all parties involved
- The DSL will be informed of all bullying issues where there are safeguarding concerns
- Suitable actions and consequences will be agreed and enforced. This will include:
 - Support for the victim including access to any additional help they may require
 - Support for the bully to help change their attitude and behaviour including access to any additional help they may require
 - Meetings with parents / carers of both the victim and the bully
 - Consequences in line with the behaviour policy
 - Restorative meeting between the victim and the bully, where appropriate
- Key staff will be informed so action can be taken to keep everyone safe from harm

- Parents / carers will be kept informed about the concern, action taken as appropriate and in line with the safeguarding policy
- Liaison with other agencies, where relevant (could include the police where a criminal offence has been committed)
- A clear and precise account of bullying incidents will be recorded in accordance with existing procedures.

When responding to cyberbullying, we will act as soon as an incident has been reported or identified. In addition to the actions listed above, staff will:

- Encourage the person being bullied to keep evidence (screenshots) to assist any investigation
- Work with individuals and online service providers to prevent the incident from spreading and assist in the removal of offensive or upsetting material from circulation. This may include confiscating and searching electronic devices, such as mobile phones.
- Educate pupils, parents / carers and staff on how to stay safe online

An example of the graduated approach we may take when responding to incidents of bullying includes:

Stage 1: Information

- Pupils, parents/carers, members of staff or other stakeholders may report an issue.
- All incidents of bullying must be logged on Arbor and referred to the Pastoral Lead, Deputy Headteacher or Headteacher. In cases where a student or group may be at risk of harm follow usual safeguarding procedures.

Stage 2: Investigation and Action

- All pupils involved should be interviewed by an appropriate member of staff.
- If appropriate parents/carers may be contacted and information shared.
- Mediation process to resolve the issue(s) if required and beneficial to all parties concerned.

Stage 3: Enhanced response:

- If the issue continues parents/carers of all parties could be invited in for a meeting with relevant member of staff e.g. Headteacher, Senior Leader, Pastoral Lead.
- The school decides upon the next course of action e.g. Positive re-engagement plan, moving group, twilights etc.

Stage 4: Escalated response:

- Fixed term exclusion.

8. CONSEQUENCES FOR BULLYING BEHAVIOUR

The circumstances surrounding incidents of bullying will be unique. Therefore, any consequences will be considered on an individual basis and will be in line with the behaviour regulation policy. Consequences may include:

- Official warning to cease the bullying behaviour
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- Internal fixed term exclusion
- Fixed term exclusion
- Referral to police, where a criminal offence has been committed

9. **SUPPORT**

Pupils who have been bullied will be supported by:

- Reassuring, continuous pastoral care and support
- Opportunity to talk about the experience with the DSL or member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- Working towards restoring self-esteem and confidence
- Offering ongoing support such as: working with staff, counselling, engaging with parents / carers
- Where necessary, working with other agencies or organisations for further specialist advice and guidance (e.g. CAMHS)
- Having an opportunity to rebuild relationships, involving a discussion mediated by a member of the pastoral team or SLT as a way of resolving disputes (restorative meeting).

Pupils who have bullied will be helped by:

- Discussing what happened, identifying the concern and the need to change
- Considering the reason behind the bullying behaviour, so additional support can be provided where needed
- Informing parents / carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding behaviour and actions
- If online, requesting that content is removed
- Consequences in line with the behaviour regulation policy
- Where necessary, working with other agencies or organisations for further specialist advice and guidance (e.g. CAMHS)
- Having an opportunity to rebuild relationships, involving a discussion mediated by a member of the pastoral team or SLT as a way of resolving disputes (restorative meeting).

Useful links and supporting organisations can be found in the *Appendix 4*.

APPENDIX ONE - Parental Involvement

When necessary the parents/carers of children who have bullied or have been bullied will be informed of an incident and the action that has taken place. They will be asked to support strategies proposed by the academy to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the consequences for repeated incidents will be clearly explained.

Parents will be informed regularly through newsletters about the preventing bullying policy in the school. As a school we regularly review the policy to ensure we are in a position to strengthen our approach to this issue. This policy is seen as an integral part of our Behaviour Regulation Policy.

Advice for Parents/Carers:

The most important thing a parent/carer can do to help a child who is being bullied is to provide love and reassurance and to support them in their quest to solve the problem. A report of bullying by a child should always be taken seriously.

Parents/carers can take comfort that The Keystone Academy is committed to tackling bullying in all its guises. Therefore, parents/carers are invited to contact the Academy should they become aware that their child is being bullied. The school welcomes ideas and encourages that you contact the Pastoral Lead.

The school website has a specific area for advice and guidance and parents/carers are always welcome to discuss any query or concern they may have about bullying with any member of staff.

APPENDIX TWO - DEALING WITH INCIDENTS OF BULLYING - Staff Guidelines

It is the individual responsibility of all adults, teaching and non-teaching staff to:

- Challenge anything you see or hear during lessons and around school e.g. racist remarks, jeering, swearing at, laughing at, name calling, isolating, physical violence, sexual harassment, etc.
- Address any issues as they occur in lessons – if possible, sensitively, with the whole class; if not, then quietly with the people involved.
- Encourage students not to tolerate things done to them and to speak out.
- If a student makes a complaint, listen and take it seriously – your attitude will say so much about the support the student may expect.
- Use your own judgement as to whether to investigate thoroughly or just to accept the distress of the 'victim' as being the important factor.
- Record all incidents or complaints on Arbor. Contact our Pastoral Lead or a member of the Pastoral Team. Ensure this is done at the earliest opportunity so that any issues can be supported and resolved
- Decide what is appropriate to do, using your own judgement as to whether to deal with the incident yourself or to seek further support from either of the above.
- If there is more than one incident involving the same people contact the Pastoral Lead, the Deputy Headteacher or Headteacher, (dependant on seriousness and frequency of incidents) who should inform parents of both or all involved and suggest strategies to prevent further incidents.

APPENDIX THREE - Advice for pupils

If you are being bullied, it is important that you talk to an adult who is in a position to help you.

There can be a reluctance to report bullying because of a fear of being labelled a 'snitch' and going against an unwritten code of pupil behaviour. This concern is understandable but must not prevent you from reporting bullying behaviour. The vast majority of pupils dislike bullying and would support your attempts to stop it.

Some pupils may not want to report bullying because they feel it might only make matters worse. Again, this fear is understandable, but staff are trained in ways to help victims of bullying in a manner that protects the victim.

The Keystone Academy encourages its pupils to stand up to bullies – ***do not tolerate bullying as a victim or as a bystander.***

Everyone at The Keystone Academy should be committed to making it a safe space, a friendly and happy community.

AND REMEMBER;

Before you post to social media:

THINK is it;

True

Helpful

Inspiring

Necessary

Kind

If it is not DELETE IT!

APPENDIX FOUR - Useful links and supporting organisations in relation to bullying

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS):
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- Anti-Bullying Alliance Cyberbullying and children and young people with SEND:
https://contact.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE Cyberbullying: advice for headteachers and school staff:
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE Advice for parents and carers on cyberbullying:
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell mama: tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT+

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
 - A guide for schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-Bullying Alliance: advice for school staff and professionals for developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related