



KING'S LEADERSHIP
ACADEMY BOLTON

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

ANTI-BULLYING POLICY



GREAT SCHOOLS
TRUST

Document Control

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Contents

Purpose and Scope	5
Our Commitment	5
Defining bullying and / or harassment	5
Sexual harassment	5
How we respond to Bullying	6
Procedures for dealing with bullying	6
Allegations of bullying:	7
Students who have been bullied will be supported by:	7
Students who have bullied will be helped by:	7
Bullying which occurs outside school premises	8
Online/cyber bullying	8
Recognising the signs that someone is being bullied	8
Sanctions	8
Recording	9
Curriculum	9
Vulnerable children	9
SEND and EAL	9
Changing the attitudes of those who bully	9
Parents	9
Students	10
Process and Strategies	10
Resolving the Issues	10
Sanctions	11
Complaints	11
Who is responsible for this policy?	11
Equality Impact Assessment	11
Equalities Statement	11
Race Disparity Audit	11
Monitoring, Evaluation and Review	12
Appendices	12
Appendix 1- The ASPIRE Hub	12
Appendix 2-Type of bullying	12
Appendix 3- Types of online bullying	12
Exclusion	12
Flaming	13

Outing	13
Appendix 3- Signs of being bullied	13
Appendix 4- Bystanders and upstanders	14
Bystanders	14
Upstanders	14
Appendix 5- Useful links	14
Summary of Changes in this Version	14

Purpose and Scope

King's Leadership Academy Bolton works with children and families as part of its activities.

The purpose of this policy statement is:

- to prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

Our Commitment

We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying and harassment of any kind is unacceptable at our school, whether it is in the school or in off-site activities. If bullying or harassment does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying or harassment is happening is expected to tell the staff.

All members of the Academy Trust, staff, students and parents should have an understanding of what bullying/harassment is and what the school's procedures are for responding to bullying/harassment.

As an academy we take bullying and harassment seriously. Students, staff and parents and anyone associated with the school should be assured that we do not tolerate bullying/harassment and that they will be supported when such behaviour is reported.

Defining bullying and / or harassment

There is no legal definition of bullying.

Bullying is an ongoing and deliberate misuse of power through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.

Bullying/harassment can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical: pushing, kicking, hitting, deliberate coughing (linked to Covid 19), punching or any use of violence;
- Racist: racial taunts, graffiti, gestures;
- Sexual: unwanted physical contact or sexually abusive comments face to face or (online);
- Homophobic: because of, or focussing on the issue of sexuality;
- Because of learning or physical disabilities
- Verbal: name-calling, sarcasm, spreading rumours, teasing because of appearance etc.
- Cyber: all areas of internet use, such as e-mail and internet chat room misuse
- Mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities, MSN, Snapchat etc.

Sexual harassment

This is defined in the DfE advice Sept 2021 'Sexual violence and sexual harassment between children in schools and colleges' as, 'unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school/college'.

Sexual harassment is a form of peer-on- peer abuse/ bullying.

All incidents of sexual harassment, abuse or violence are taken very seriously by the academy and details of how the academy will respond are outlined in the Child Protection and Safeguarding Policy

Why is it important to respond to bullying/harassment?

Bullying hurts. No one deserves to suffer from bullying or harassment. Everybody has the right to be treated with respect. Students and staff who are bullying need to learn different ways of behaving.

Examples of behaviour changes brought about by bullying are:

- Being frightened of walking to or from school
- Not wanting to go to school by public/school transport
- Insisting on being driven to school
- Changing usual routines
- Being unwilling to go to school after previously enjoying being part of the school community
- Beginning to truant
- Becoming withdrawn, anxious, or lacking in confidence
- Starting to stammering;
- Attempting or threatening to run away or self-harm
- Crying themselves to sleep at night
- Having nightmares
- Feeling ill in the morning
- Beginning to do poorly in school work
- Comes home with clothes torn or books damaged
- Having possessions which are damaged or unexpectedly go missing
- Asking for money or starting to steal money (to pay bully)
- Having dinner or other monies continually "lost"
- Having unexplained cuts or bruises
- Coming home hungry (money / lunch has been stolen)
- Becoming unusually aggressive, disruptive or unreasonable
- Starts to bully or harass other children or siblings
- Stopping eating
- Being frightened to say what's wrong
- Being afraid to use the internet or mobile phone
- Becoming nervous and jumpy when a cyber-message is received
- Giving improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying/ harassment should be considered a possibility and should be investigated. Other signs may also manifest themselves not sited here.

How we respond to Bullying

Procedures for dealing with bullying

The Academy expects all parents, children, and staff members to support the anti-bullying policy and to treat others with respect. Parents are expected to encourage their children to report any incidents of bullying via the ASPIRE Hub if they witness or experience. Parents can report the incident directly to info@kingsbolton.com where it will be referred to one of our Designated Safeguarding Leads (DSL).

Staff members are expected to monitor students behaviour in school for signs of bullying and intervene where necessary. Staff must immediately report any signs of bullying via the Staff Hub or by emailing directly to the DSL. Alternatively, the member of staff must communicate the matter before the end of the school play. It is strongly

advised that staff members do not allow the student to leave the school without referring the matter to the safeguarding team. The Designated Safeguarding Leads are:

Irfan Umarji: i.umarji@kingsbolton.com (DSL)

Kelly Williams: k.williams@kingsbolton.com (DDSL)

David Crosby: d.crosby@kingsbolton.com (DDSL)

Allegations of bullying:

If an allegation of bullying occurs, the academy will:

- Take it seriously
- Investigate as quickly as possible to establish the facts
- Record and report the incident on the Staff Hub; depending on how serious the case is, it may be reported to the principal
- Provide support and reassurance to the victim
- Make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
- Discuss the matter with both parties, using restorative techniques
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used.

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an appropriate member of staff of their choice.
- Reassuring the child
- Offering continuous support with a designated member of staff.
- Restoring self-esteem and self-confidence.
- Referral to a peer mentor if appropriate.
- Referral to a counsellor
- Referral to outside agencies where appropriate
- Offering continuous support and advice to parents/carers
- Being informed about the outcome of the investigation into their concerns.
- Including children's services where appropriate (e.g., where there are linked child protection concerns)

Students who have bullied will be helped by:

- Discussing what happened.
- Discovering why the child became involved.
- Establishing the wrong-doing and the need for change.
- Informing parents to help change the attitude of the child
- Involving other agencies, including police and children's services, to support a change in behaviour. Where appropriate
- Referral to a counsellor where appropriate
 - Attend a restorative meeting with the victim (both must agree freely to this)

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses will be interviewed separately

- Members of staff will ensure that there is no possibility of contact between the children interviewed, including electronic communication
- If a child is injured, they will be given medical attention immediately
- Interviews will be conducted in a room which allows for privacy
- Staff will take a statement from each child involved
- All concerned children will be informed that they must not discuss the incident with peers
- staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Bullying which occurs outside school premises

Academy staff members have the power to discipline children for misbehaving outside the academy premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that an academy's disciplinary powers can be used to address conduct when they are not on academy premises and are not under the lawful control or charge of a member of academy staff, but only if it would be reasonable for the academy to regulate children's behaviour in those circumstances.

This may include bullying incidents occurring anywhere off the academy premises, such as on academy or public transport, outside the local shops, or in a town or village centre. Where bullying outside the academy is reported to academy staff, it will be investigated and acted on.

The principal will 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 child.

If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

While academy staff members have the power to discipline children for bullying that occurs outside the academy they can only impose the disciplinary sanction and implement that sanction on the academy premises or when the child is under the lawful control of academy staff, for instance on a trip.

Online/cyber bullying

Online bullying is increasingly prevalent and will be treated as seriously as real-world bullying.

The academy will promote an understanding about online bullying through the academy's online safety curriculum, assemblies, ASPIRE (PSHE) and RSE lessons.

Children will be taught how to recognise online bullying and how to take action.

Victims of online bullying will be helped with securing crucial evidence from social media etc., by taking screenshots and not deleting messages.

Recognising the signs that someone is being bullied

(See appendix 3 for details)

Sanctions

For students who have demonstrated bullying behaviour, the academy's behaviour for learning policy will be followed.

In addition, using restorative practices in line with the ethos and culture of the academy, a plan will be implemented to identify the steps that need to be taken to change the behaviour in the future and support the student in being able to do this.

As part of the plan, the student will be referred to a school counselor/nurse, or Bolton Behaviour Support Service, and will receive mentoring from one of our staff members. Regular reviews of the student's progress and behaviour, along with discussions with the student and their parents or guardians, will ensure that the support provided is effective and appropriate. Any necessary adjustments to the plan will be made as needed to ensure the student receives the best possible care and support. The school will also work closely with external agencies and professionals, as required, to ensure that the student's needs are fully met, and that they can thrive both academically and personally.

Recording

The academy will ensure that detailed bullying logs are kept and analysed to look for trends and patterns so that actions can be taken to reduce bullying in the academy.

All incidents will be recorded [academy to outline process for recording and reporting on data to SLT and governors].

Curriculum

Through the curriculum and other means, such as assemblies and anti-bullying week, the academy will ensure children know and understand what bullying is, including online/cyberbullying, and how to report it. It will teach children how to stay safe both offline and online and about the antisocial nature and effects of bullying. It will teach about the role of the bystander in bullying (see appendix 4).

It will also teach, age and stage appropriately, skills including self-regulation, assertiveness, communication, negotiation, restorative practice, anger management, conflict management, empathy and resilience.

Vulnerable children

SEND and EAL

At King's Leadership Academy Bolton, we continually monitor our SEND pupils through our intervention programme, SEND inclusion register and TAC and SLT meetings. In addition, there will be regular one-two-one review meetings, daily through mill tutors and Heads of Year as needed.

We recognise that it might be more difficult for some students with SEND or EAL to express their concerns about bullying therefore we have put in place the following additional arrangements to support reporting of incidents:

- Visual "bullying displays" with pictures or symbols are displayed around the school so that students can describe the incident.
- We offer support from a learning support assistant, a bilingual staff member, or a specially trained counsellor who can help the student to express their concerns in a way that is accessible to them.
- Created a dedicated "safe space" in the school where students with SEND or EAL can go to report incidents of bullying or to speak to a trusted adult.
- There is a student online ASPIRE Hub that has an online reporting form, where students can report incidents of bullying in a way that is confidential and accessible.
- Additional training and support is provided to staff members to help them understand the needs of students with SEND or EAL and to recognise the signs of bullying or distress.
- Peer support and mentoring is encouraged, by pairing students with SEND or EAL with other students who can act as advocates. This can help to create a sense of community and belonging for all students.

Changing the attitudes of those who bully

Changing the attitude and behaviour of students who bully will play a major part in the strategies used by the school.

Parents

The school will encourage all parents to immediately contact the school via the ASPIRE Hub/directly contact if bullying is suspected. Parents will be encouraged to talk about the signs and symptoms and any suspicions they have regarding

those carrying out the bullying. However, parents must leave the initial investigation to the School. Any attempt to resolve the issue themselves is likely to make the matter worse. Parents should encourage their child to talk to an appropriate member of staff in the first instance, or a student trained in anti-bullying.

Students

The school will encourage all students who think they are being bullied to tell an adult or send a message via the ASPIRE hub, parent or a member of staff and to explain what form the bullying/ harassment is taking and how it affects them. Students will be encouraged to report possible incidents of bullying/ harassment to an adult parent or other member of staff.

Process and Strategies

If bullying/ harassment is reported to a member of staff, they must record the details as presented to them on an incident log or file and pass these on to the designated staff member. No promise of confidentiality can be given.

In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem. All incidents of bullying are kept in the anti-bullying year log and in the Safeguarding file. If necessary and appropriate, police will be consulted or involved.

Resolving the Issues

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an appropriate member of staff of their choice
- Reassuring the student
- Offering continuous support with a designated member of staff
- Restoring self-esteem and self-confidence
- Referral to a Peer Mentor if appropriate
- Referral to a counsellor or the school Nurse
- Offering continuous support and advice to parents (this may be a referral to Early Help or via the ASPIRE hub)
- Being informed about the outcome of the investigation in to their concerns
- Aspire Mentor (this could be the pastoral lead or the form tutor)
- Youth Worker
- School Nurse

Students who have been bullied will be helped by:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrong-doing and the need for change
- Informing parents to help change the attitude of the student

Strategy to be used in resolving the issue (between both the victim and the perpetrators)

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

1. Following a reported incident staff will investigate using the school's SOP for bullying and the 3R's, with the support of other members of staff as appropriate:
 - Reflection – What has happened? Could it have been different?
 - Resolution – How can we try to ensure this doesn't happen again?

- Reconciliation – How we put things right between those involved?
2. Time out/ reflection time may be used if deemed appropriate. The level of time out will be determined by the success of the 3Rs process and at the discretion of the member of staff involved.
 3. Referral to a counsellor (if necessary) - Youth Team/outside agencies
 4. Attendance at a mediation (restorative justice) meeting with the effected student to resolve issues and prevent recurrence
 5. If a student continues to inform that they are being bullied, they should be provided with a log book to record this and further investigation must take place

Sanctions

Students who have bullied will be punished appropriately according to their behaviour, in accordance with the School's Behaviour for Learning policy. For persistent offenders or incidents considered as gross acts of aggression, a student may be fixed term/permanently excluded. The matter may also result in contacting the police on grounds of bullying/harassment.

Complaints

If a parent or carer is dissatisfied with the response made by the School following a reported incident of bullying/harassment, he/she may make a complaint in accordance with the School's Complaints Policy.

Who is responsible for this policy?

The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to the principal, the senior leadership team and the pastoral leader of each school.

The Local Academy Council and Senior Leadership Team at each trust secondary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Equalities Statement

Under the public sector equality duty (PSED), all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means academies must take into account equality considerations when policies are being developed, adopted and implemented.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout school. The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust school.

The Trust will review this policy every 2 years in consultation with each Trust school.

Appendices

Appendix 1- The ASPIRE Hub

<https://sites.google.com/kingsbolton.com/aspire-hub/home?authuser=0>

Appendix 2-Type of bullying

Physical	This includes hitting, kicking, tripping or the destruction of a person's property. This may involve a group of children attacking another, but usually is seen as a larger, stronger child picking on a smaller peer.
Verbal	This includes repeated insults, teasing, name calling, sexual harassment or racist language. It also includes threats. Victims of this type of bullying may not immediately react, but in time, their grades and relationships may suffer.
Alienation	This occurs when the victim's peers are encouraged to alienate the victim during any social break time or organised game. Treated like an outcast by their peers, the victim will have difficulty forming relationships and may be prone to isolation later in life. Children exhibiting this type of bullying behaviour may threaten their co-conspirators with a similar fate should they attempt to support the victim.
Covert	This is usually done behind the victim's back. This technique is meant to damage the victim's reputation and can include rumour-starting, mimicking the victim, playing unkind jokes with the intent to humiliate the victim, or making faces while the victim isn't watching. Covert bullying is the most frequently utilised form of bullying, and because adults may not be aware of it, it can be hard to control and stop.
Online/cyber	This can happen anywhere and at any time thanks to the access of the internet 24/7 both at school and at home. It can occur through text messages or over the internet and may be known only to the victim and the perpetrator, making it difficult to control. Children displaying bullying behaviours online are often the victims of real- world bullying and take their frustrations out on their victims behind the privacy of a computer screen or mobile phone.

Appendix 3- Types of online bullying

Exclusion

Exclusion is the act of intentionally leaving a person out from an online group such as chats and social media sites. The group then subsequently leave malicious comments and harass the one they singled out.

Flaming

Flaming is similar to harassment, but it refers to an online fight exchanged via emails, instant messaging or chat rooms. It is a type of public bullying that often directs harsh languages, or images to a specific person. Incidents of flaming that occur during the evening, weekends and holidays will not be dealt with by the academy.

Outing

Outing is when a bully shares personal and private information, pictures, or videos about someone publicly. A person is “outed” when his information has been disseminated throughout the internet.

Masquerading

Masquerading is a situation where a bully creates a fake identity to harass someone anonymously. In addition to creating a fake identity, the bully can impersonate someone else to send malicious messages to the victim.

Harassment

Harassment involves the bully sending offensive and malicious messages to an individual or a group and is often repeated multiple times. Cyberstalking is one form of harassment that involves continual threatening and rude messages and can lead to physical harassment.

Appendix 3- Signs of being bullied

The signs and behaviours (below) could indicate other problems, but bullying should be considered a possibility and should be investigated.

- Other signs may also manifest themselves not mentioned here.
- Is frightened of walking to or from school.
- Does not want to go to school by public/school transport.
- Insists on being driven to school.
- Changes their usual routine.
- Is unwilling to go to school after previously enjoying being part of the school community.
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or unexpectedly go missing.
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually “lost”.
- Has unexplained cuts or bruises.
- Comes home hungry (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying/ harassing other children or siblings.
- Stops eating.
- Is frightened to say what’s wrong.
- Is afraid to use the internet or mobile phone.
- Is nervous & jumpy when a cyber message is received
 - Gives improbable excuses for any of the above.

Appendix 4- Bystanders and upstanders

Bystanders

Someone who witnesses bullying, either in person or online, is a bystander. Friends, peers, school staff, parents, coaches, and other adults can be bystanders.

Children who are bullied often feel even more alone because there are witnesses who do nothing. When no one intervenes, the child being targeted may feel that bystanders do not care, or they agree with what is happening.

There are many reasons why a bystander may not act, even if they believe that bullying is wrong. They may be afraid of retaliation or of becoming the target of bullying themselves. They might fear that getting involved could have negative social consequences.

Upstanders

An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying.

There are many things that bystanders to bullying can do to become upstanders:

- Question the bullying behaviour e.g., changing the subject or questioning the behaviour can shift the focus.
- Inform an adult – trusted adult school staff, family members.
- Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference.

Appendix 5- Useful links

- [Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)
- [Anti-Bullying Alliance](#)
- [Bullying advice | Bullying UK](#)
- [Anti-Bullying Alliance](#)
- [Bullying UK](#)
- [Childline](#)
- [The Diana Award](#)
- [Internet Matters](#)
- [Kidscape](#)
- [The UK Safer Internet Centre](#)
- [UK Council for Child Internet Safety \(UKCCIS\)](#)

Summary of Changes in this Version

Page Number	Paragraph Number	Information
		New policy

