

King's Norton Boys' School

Anti-bullying Policy

Last updated: September 2022

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Statement of intent

King's Norton Boys' School believes that all students are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant, and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. These measures are part of the school's Behavioural Policy, which is communicated to all students, school staff and parents.

All staff, parents and students work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

1. Legal framework

1.1. 1 This policy has been written in accordance with DfE advice, including, but not limited to 'Preventing and tackling bullying' 2017.

1.2. DfE (2022) 'Keeping children safe in education'

2. Definitions

2.1 For the purpose of this policy, "bullying" is defined as repetitive, persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. The relationship involves an imbalance of power. It can happen online or face to face.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

2.3 Vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable students may include, but are not limited to:

- Students who are looked after.
- Students suffering from a health problem.
- Students with caring responsibilities.
- Students from socioeconomically disadvantaged backgrounds.

2.4 Students with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Students who are LGBTQ+ or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) students.
- Students with special educational needs.

3 Types of bullying

3.1 Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or special educational need are some of the types of bullying that can occur.

3.2 Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

3.3 Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

3.4 Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

3.5 Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

3.6 Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

3.7 Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

3.8 Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

3.9 Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

3.10 Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

3.11 Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

4 Key Roles and Responsibilities

4.1 The Governing Body evaluates and reviews this policy to ensure that it is appropriate and non-discriminatory.

4.2 It is the responsibility of all staff to be alert to possible bullying of students and to deal with incidents as the highest priority.

4.3 The Pastoral Senior Leaders review and amend this policy, taking into account new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.

4.4 The Pastoral Team/DSL Team keeps a record of bullying incidents, including which type of bullying has occurred and the outcome of the school's investigation and intervention.

4.5 Data collected will be analysed regularly (at least Termly) as part of the Pastoral Review

4.6 Each Head of Year corresponds and meets with parents/carers where necessary. They also provide a point of contact when more serious bullying incidents occur.

4.7 Form Teachers are alert to social dynamics in their class and are available for students who wish to report bullying.

4.8 All members of staff ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's form tutor of such observations.

4.9 Staff understand the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

4.10 Staff have a duty to report any instances of bullying once they have been approached by a pupil for support.

4.11 Parents/carers are advised to inform their child's Head of Year or front line pastoral staff if they are concerned that their child may be being bullied or be involved in bullying.

4.12 Students are advised to inform a member of staff if they witness bullying, or are a victim of bullying.

4.13 Students are encouraged to walk away from any dangerous situations and avoid involving other students in incidents.

4.14 Students are advised to retain all evidence of cyber bullying. Block anyone being unkind to them and also report it to the authorities via the CEOP button on social media sites.

5 Prevention

5.1 The school will clearly communicate a whole-school commitment to addressing bullying in the form of a written statement which will be regularly promoted across the whole school. The Tell Someone initiative will be promoted to encourage students to report any incidents of bullying.

5.2 Our expectations of a King's Norton boy set the standard for how we expect our students to conduct themselves around one another, these will be promoted regularly across the school and activities linked to them will be undertaken during form periods.

5.3 All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

5.4 All types of bullying will be discussed as part of the RSE and Health Education curriculum through Personal Development, in line with the Secondary School RSE and Health Education Policy.

5.5 Staff will encourage student cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

5.6 Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other students who do not abuse or take advantage of others. Heads of Year will flag any potential concerns to the relevant teachers to enable them to make changes to seating plans and working groups.

5.7 A safe place, supervised by the Student Welfare Leader, will be available for students to go to during free time if they feel threatened or wish to be alone. The SEND workrooms will be available

during break and lunch for students with SEND. The staff supervising these areas will speak to students to find out the cause of any problems and, ultimately, stop any form of bullying taking place. Pastoral staff will supervise detentions during social times for students who cannot meet our expectations in regard to their conduct towards other students.

5.8 Staff are on duty during social times. They cover all key areas of the school and students will know where to find them if necessary.

5.9 In keeping with our Tell Someone initiative, Heads of Year and other pastoral staff offer an open-door policy, allowing students to discuss any bullying, whether they are victims or have witnessed an incident. Students can report bullying through the Tell Someone email and the Tell Someone button on the website (drop-down menu).

5.10 The school day is structured to maximise form tutor-student contact. This enables form tutors to monitor and support vulnerable students.

5.11 Pastoral staff will receive training on how to identify, monitor and deal with different types of bullying. Bullying is discussed in line management meetings.

5.12 Before a new student joins the school, particularly when this happens in-year, the student's Head of Year will implement a strategy to prevent bullying from happening. Where a new student is deemed vulnerable, this strategy may involve further observation or intervention on the part of the DSL.

5.13 The school will be alert to, and address, any mental health and wellbeing issues amongst students, as these can be a cause, or a result, of bullying behaviour. The use of MyConcern allows pastoral staff to pick up on any patterns

5.14 The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

6 Signs of bullying

6.1 Staff will be alert to the following signs that may indicate a student is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Truancy
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in schoolwork
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money

- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

6.2 Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Students who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

6.3 Staff will be aware of the potential factors that may indicate a student is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

6.4 If staff become aware of any factors that could lead to bullying behaviours, they will notify the student's form tutor, who will investigate the matter and monitor the situation.

7 Staff principles

7.1 The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

7.2 Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one student towards another will always be challenged and will never be ignored.

7.3 Staff will always respect students' privacy, and information about specific instances of bullying is not discussed with others, unless the student has given consent, or there is a safeguarding concern. If a member of staff believes a student is in danger, e.g. of being hurt, they will inform a DSL immediately and record on MyConcern.

7.4 Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

8 Child-on-child abuse

8.1 The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

8.2 To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate students about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and Personal Development lessons, in line with the Prevention section of this policy. The Tell Someone initiative will be promoted in relation to this form of abuse to encourage students to come forward if they have experienced peer on peer abuse.

8.3 All staff will be aware that students of any age and gender are capable of abusing their peers. Staff will take all instances of peer-on-peer abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours. Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

8.4 Students will be made aware of how to raise concerns through our Tell Someone initiative or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a student has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS), where the DSL deems this appropriate in the circumstances.

9 Cyberbullying

9.1 Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life and can target more than one person. It can also take place across age groups and target students, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

9.2 Cyberbullying can include the following:

- Threatening, intimidating, or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim’s phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else’s name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging or in a group chat
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook, Snapchat or Instagram

NB. The above list is not exhaustive, and cyberbullying may take other forms.

9.3 The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in section 12 of this policy if they become aware of any incidents.

9.4 All members of staff will receive training on an **annual** basis on the signs of cyberbullying, in order to identify students who may be experiencing issues and intervene effectively.

9.5 Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a student is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

9.6 Staff will also be alert to the following signs which may indicate that a student is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

9.7 Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – students may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – students may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and students may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to students crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – students may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

9.8 The school will support students who have been victims of cyberbullying by holding formal and informal discussions with the student about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

9.9 In accordance with the Education Act 2011, the school has the right to examine and delete files from students' personal devices, e.g. mobile phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed.

10 Procedures, Sanction, Support

Procedures

10.1 Minor incidents will be reported to the victim's Head of Year, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the Assistant Headteacher in writing of the incident and outcome.

10.2 When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the students being interviewed, including electronic communication
- If a student is injured, members of staff take the student immediately to the medical needs staff for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Pastoral staff will collect evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All students involved are informed that they must not discuss the interview with other students

10.3 Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Sanctions

10.4.1 If the Head of Key Stage is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Head of Key stage will inform the perpetrator of the type of sanction to be used in this instance, e.g. loss of Self-Discipline for Learning points or service-based activities, and future sanctions if the bullying continues.

10.5 The Head of Key Stage will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

10.6 Parents are informed of bullying incidents and what action is being taken.

10.7 All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions and should be conducted simultaneously to encourage more positive behaviour in future.

10.8 The school will avoid unnecessarily criminalising students for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

10.9 The Head of Year informally monitors the students involved over the next **half-term**.

10.10 The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour and will not exclude students unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

Support

10.11 In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the pastoral team
- Reassurance that it was right to tell someone about the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

10.12 The Head of Key Stage will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

10.13 Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

10.14 The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators may be required to attend a mandatory intervention session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

11 Follow-up support

11.1 The progress of both the perpetrator and the victim will be monitored by their Head of Year. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate.

11.2 If appropriate, follow-up correspondence will be arranged with parents **in the weeks after** the incident.

11.3 Students who have been bullied will be offered continuous support. The Head of Year will meet with the student in the weeks after the incident, to check whether the bullying has stopped – these meetings will continue to take place until the Head of Year and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

11.4 Students who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

11.5 In cases where the effects of bullying are so severe that the student cannot successfully reintegrate back into the school, the headteacher and DSL will look to transfer the student to another mainstream school with the consent and involvement of the student's parents.

11.6 Where a student who has been the victim of bullying has developed such complex needs that additional or alternative provision is required, the student, their parents, the Head of Key Stage and Head of Year will meet to discuss the use of alternative provision.

12. Bullying outside of school

12.1 Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

12.2 The headteacher has a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate students' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

12.3 Teachers have the power to discipline students for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

12.4 Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on a school trip.

12.5 The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a student. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

13. Record keeping

13.1 The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

13.2 The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

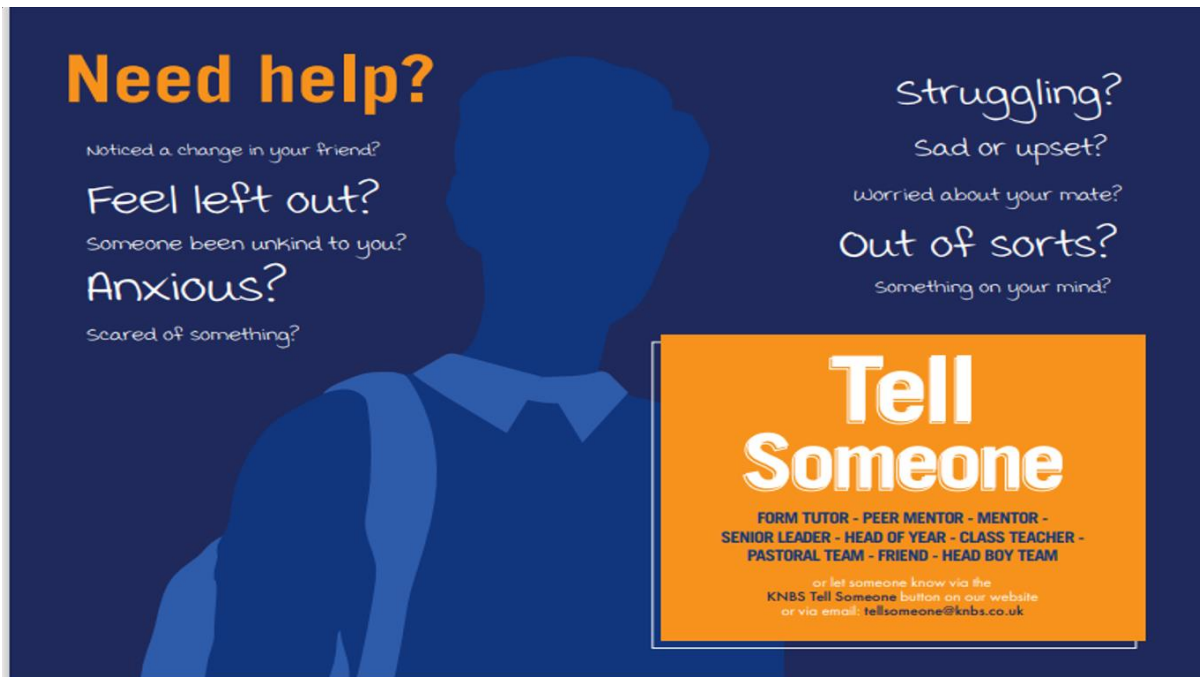
- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain students that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

14. Monitoring and review

14.1 This policy is reviewed every **year** by the Headteacher, DSL and Safeguarding team. Any changes to this policy will be communicated to all relevant stakeholders.

Appendices

Appendix 1 Tell Someone



Appendix 2 School website support

Home > Parents > Safeguarding Information

Safeguarding Information

Safeguarding and Student Welfare Information for Parents

The King's Norton Boys' School Safeguarding page has been created in order to allow parents to have easy, instant access to information and guidance on how to keep their children safe, and who to contact should they have concerns about a child. This online information will enable parents/carers to make referrals and seek support independently at a time that is convenient to them. The information provided has been selected to reflect the broader range of safeguarding concerns which may affect children across the country. Links to websites and contact numbers have been included.

The information will in no way affect the service and support offered by the Pastoral and Safeguarding Team within King's Norton Boys' and staff will always be available to discuss matters with you about your child.

This information will be reviewed and updated periodically to reflect any changes to services within the city. Additional resources and information will be available to view and download. All safeguarding assemblies and newsletters will be uploaded for parental viewing.

In this section

[Safeguarding at KNBS](#)

[Safeguarding Policies](#)

[Disruption of County Lines \(WMP\)](#)

[Useful Safeguarding Contacts & Links](#)

[Safeguarding Assemblies & Resources](#)

Appendix 3: Bullying Report Form

This form will be sent to the headteacher upon completion.

| Personal details | |
|---|---------|
| Name of person reporting incident: | |
| Name of student being bullied: | |
| Year group: | |
| Form group: | |
| How may we contact you? (please circle) | |
| At school | At home |
| Home address: | |
| Email: | |
| Telephone: | |

| Incident details |
|------------------------------------|
| What happened? |
| |
| Where did the incident take place? |
| |
| When did the incident occur? |

| |
|--|
| |
|--|

Who has been suspected of bullying?

| |
|--|
| |
|--|

Did anyone else see the incident?

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|--|
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|--|

According to the victim, how often does the bullying take place?

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|--|
| |
|--|

According to the victim, how long has the bullying been going on?

| |
|--|
| |
|--|