



KENWOOD ACADEMY

Anti-Bullying Policy

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1. Statement of Intent

- 1.1. At Kenwood Academy we are committed to provide a safe, nurturing environment for all our learners. Bullying of all forms is unacceptable. This includes: all forms of intimidation and harassment, cyberbullying, bullying related to special educational needs and disabilities, sexual orientation or gender or other aspects of personal identity, sex, race, religion or beliefs.
- 1.2. We recognise the detrimental effect it may have on victims, and therefore work actively to minimise risks. All victims of bullying are listened to and supported. All perpetrators are supported to enable them to see the consequences of their actions, along with appropriate sanctions.

2. Aims

- 2.1. We aim to:
 - Provide a calm, positive learning environment which is a safe and healthy environment for all;
 - Prevent, de-escalate and/or stop any instances in which individuals are subjected to bullying in any form;
 - React to bullying incidents in a reasonable, proportionate and consistent way;
 - Safeguard the learner who has experienced bullying and to provide support and after care for victims;
 - Provide intervention for perpetrators, to enable them to learn to change their behaviour, with potential involvement of multi-agencies;
 - Report, record and monitor all incidents of bullying;
 - Create a culture whereby children and young people continue to learn life-long skills relating to their social and emotional development.

3. Legislation and Statutory Requirements

- 3.1. This policy is based on advice from the DFE and Anti-bullying alliance. DFE guidance explains that academies should publish their behaviour policy and anti-bullying policy online.
- 3.2. In addition, this policy is based upon:
 - The Children's Act 1989 and 2004
 - The SEN and Disability Act 2001
 - Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its learners



- Sections 88-94 of the Education and Inspections Act 2006, which requires schools to regulate learners' behaviour

4. What is Bullying?

- 4.1. The ABA (Anti-Bullying Alliance) defines bullying as: 'the repetitive, intentional hurting of one person or group, where the relationships involve an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or through cyber-space. Bullying is repeated over a period of time and it is very difficult for the victims to defend themselves (STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victim or victims.
- 4.2. Bullying is therefore:
- Deliberately hurtful
 - Repeated, often over a period of time
 - Difficult to defend against
- 4.3. Bullying is not:
- The occasional falling out with friends or peers
 - Occasional name calling
 - Arguments
 - Occasional jokes or tricks
- 4.4. It is bullying if it is done several times on purpose (STOP). Children and young people sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children and young people's development to learn how to deal with friendship breakdowns, the odd name calling or immature prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Cyber-bullying

- 4.5. Cyber-bullying is a different type of bullying and can happen at all times of the day, with potentially a bigger audience, as new technology enables things to be quickly shared.
- 4.6. In these instances, an electronic device, such as a mobile phone, may be confiscated by a member of staff who has been formally authorised by the Headteacher and data or files be examined and deleted where there is good



reason to do so. This is line with the powers outlined in the Education Act 2011.

- 4.7. If material on the device is suspected to be evidence relevant to an offence or contains a pornographic image of a child, school staff are not to view the content and the schools safeguarding procedures must be followed.

5. Sanctions Outside of School Premises

- 5.1. School staff have the power to discipline learners for misbehaving outside the school premises, in accordance with sections 90 and 91 of the Education and Inspections Act 2006. This states that disciplinary powers can be used to address learner's conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate learners' behaviour in those circumstances. This may include 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.
- 5.2. Where bullying outside school is reported to school staff, it will be investigated and acted upon. The Headteacher will consider whether it is appropriate to notify other agencies such as the Police.
- 5.3. In instances where bullying occurs outside school and disciplinary sanctions are considered appropriate and are implemented, this will be on the school premises or when the learner is under the lawful control of the school staff, for instance on a school trip.

6. Procedures for Reporting and Responding to Bullying Incidents

- 6.1. All staff will respond calmly and consistently to all allegations of bullying. They will be taken seriously and responded to and dealt with by all staff impartially and promptly. Staff will seek to protect and support all learners involved whilst allegations and incidents are being investigated and resolved.
- 6.2. All incidents involving allegations of bullying are recorded on CPOMs as soon as practicably possible.
- 6.3. Staff ensure the victim is offered support and feels safe.



- 6.4. Staff will speak to all learners involved in the incident separately.
- 6.5. Appropriate action will be taken to end the bullying behaviour or threats of bullying, including attempting to help the bully (bullies) understand and change their behaviour.
- 6.6. Parents/carers of all parties will be informed and may be invited in to school to discuss the issue.
- 6.7. Support in the form of interventions may be put in place for the victim, perpetrator or both.
- 6.8. Restorative practices will be encouraged.

7. Prevention of Bullying

- 7.1. Whole-school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.
- 7.2. The PSHE curriculum includes lessons aimed at personal responsibility, anti-bullying, understanding and managing feelings, empathy and awareness.
- 7.3. Post-incident learning is conducted after every incident of bullying and better ways to deal with situations identified and put in place.
- 7.4. Teams of staff identify appropriate strategies and support for both perpetrators and victims.
- 7.5. Regular communication between staff – and with other adults when necessary – regarding issues and concerns.

8. What Can Learners Do if They See Someone Being Bullied?

- 8.1. START TELLING OTHER PEOPLE (STOP).
- 8.2. Ignoring bullying is unfair to the victim. Staying silent means the bully has more power. There are many ways you can help without putting yourself



in danger. Some useful strategies are:

- Tell a member of staff as soon as you can;
- Don't be made to join in;
- If safe to do so, encourage the bully to stop;
- If you can, let the bully know that you don't like their choice of behaviour;
- Let the victim know that you are going to get help;
- Try and be extra friendly to the person being bullied;
- Encourage the victim to tell a member of staff;
- Call a helpline for some advice.

9. Monitoring of Incidents

- 9.1. All incidents of bullying will be identified by staff and recorded on CPOMS as soon as possible.
- 9.2. These are monitored and reported by Senior Leaders, who will relate concerns and actions to other staff as appropriate.