



THE NORTON
KNATCHBULL
SCHOOL

Anti-Bullying Policy

Reviewed by:	Richard Hoyte Assistant Headteacher
EIA*	18 th January 2024 Richard Hoyte
Approved by Education Committee	30 th January 2024
Date of Review	Spring 2026
Named member of SLT:	Richard Hoyte, Assistant Headteacher

**The purpose of an Equality Impact Assessment (EIA) is to ensure that policies, functions, plans or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised. EIA assessment will be completed for policies reviewed on or after 30th October 2023 and is appended to this policy*

1. Policy objectives

This policy outlines what The Norton Knatchbull School will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community. The Norton Knatchbull School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2. Links to legislation

There are several pieces of legislation which support anti-bullying:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997

This policy also follows guidance as set out in the DfE documents:

- Keeping Children Safe in Education, 2023
- Preventing and Tackling Bullying, 2017
- Searching, Screening and Confiscation, 2018

3. Responsibilities

The Governing Board

The governing board will approve the Anti-bullying policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for communicating this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

Staff

All staff, including: governors, senior leadership, teaching and non-teaching staff, are responsible for supporting, upholding and implementing this policy accordingly.

Parents/carers

Parents/carers are responsible for supporting their children and working in partnership with the school.

Students

Pupils are expected to abide by the policy.

4. Definition of bullying

Bullying can be defined as *"behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally"*. (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school 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.

'**Keeping Children Safe in Education 2023** states that **Child-on-child abuse** is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violenceSexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos⁸ (also known as sexting or youth produced sexual imagery)
- upskirting,⁹ which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

5. Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance

- Physical bullying
- Emotional bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (bullying related to race, religion, ethnicity, nationality or culture)
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (Homophobic, Biphobic and Transphobic (HBT) bullying is bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBTQ+))
- Gender based bullying
- Bullying related to physical/mental health conditions
- Bullying of young carers, children in care or otherwise related to home circumstances
- Child on Child Sexual Violence and Sexual Harassment

6. School ethos

The Norton Knatchbull School community recognises 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 our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND and members of the LGBTQ+ community. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected, so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

7. Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- We will provide appropriate support for the person who has been bullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- All parties involved will be interviewed. This would normally be done by the year group Student Support Manager.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with safeguarding and GDPR.
- Sanctions, as identified within the school behaviour policy will be implemented, as appropriate.
- The school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.

Cyberbullying:

Additional actions are often required when dealing with incidents of cyberbullying. These may include:

- The person being bullied will be encouraged to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Identifying the individual/s responsible might require:
 - Looking at use of the school systems;
 - Contacting the service provider and the police, if necessary.
- The school will work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and DfE 'Searching, screening and confiscation' guidance.

- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Advising those targeted not to retaliate or reply.
- Providing advice on blocking or removing people from contact lists.
- Helping those involved to think carefully about what private information they may have in the public domain.
- The school will regularly provide information to staff and students regarding steps they can take to protect themselves online.

8. Supporting Students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their Student Support Manager, the designated safeguarding lead, or a 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.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).
- The school has a range of ways for students to report bullying – talking to form tutor, Student Support Manager or any member of staff and via our bullying helpline accessible via 'Contacts' dropdown on the home page of the school website, (this includes the option to report anonymously if preferable for the individual).

Students who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

9. Supporting adults

Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

10. Preventing bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. All form rooms will sign up to, and display the NKS Respect Charter (see Appendix A).
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.

- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or affects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Ensure that all school staff are able to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.
- Maintain discussions about bullying and all peer-on-peer abuse at leadership and management meetings. It is a standing item on the Pastoral Leaders Meeting attended by SLT, Student Support Managers and Achievement Leaders.

11. Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

12. Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

13. Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Governing Board will receive regular reports on incidents of bullying, including outcomes, as appropriate.

14. Other policies

This policy should be read in conjunction with our Child Protection Policy and Behaviour Policy

15. Useful links and supporting organisations

Anti-Bullying Alliance:	http://www.anti-bullyingalliance.org.uk/
Childline:	https://www.childline.org.uk/
Kidscape:	http://www.kidscape.org.uk/
MindEd:	https://www.minded.org.uk/
NSPCC:	https://www.nspcc.org.uk/
PSHE Association:	https://www.pshe-association.org.uk/

Cyberbullying

Childnet:	https://www.childnet.com/
Think U Know:	https://www.thinkuknow.co.uk/
UK Safer Internet Centre:	https://www.saferinternet.org.uk/
CEOP: (Child Exploitation and Online Protection)	https://www.ceop.police.uk/Safety-Centre/

Race, religion and nationality

Anne Frank Trust:	https://annefrank.org.uk/
Kick it Out:	https://www.kickitout.org/
Report it:	https://www.report-it.org.uk/
Educate against Hate:	www.educateagainsthate.com

LGBTQ

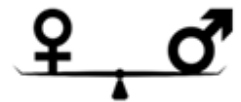
Metro Charity:	www.metrocentreonline.org
Barnardo's LGBT Hub:	www.barnardos.org.uk/what we do/our work/lgbtq.htm
EACH:	www.eachaction.org.uk
Proud Trust:	www.theproudtrust.org
Schools Out:	www.schools-out.org.uk
Stonewall:	www.stonewall.org.uk

NKS RESPECT CHARTER

As members of this school we all:

- value diversity and recognise the different perspectives and cultures that people bring to our community
- treat each other with courtesy and respect
- respect differences and **challenge inequalities**
- respect each other's and the school's property
- respect confidentiality, privacy and only share something online when given consent
- communicate with each other in ways that are clear and respectful

We, the undersigned members of form _____, stand up for the NKS Respect Charter:





NKS Equality impact assessment

THIS POLICY WILL AFFECT

- Pupils
- Parents
- Staff
- Governors

EIA completed by:	Richard Hoyte
Contributors to EIA:	None
Date completed:	18 th January 2023

Impact analysis

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex	✓	▪		This policy actively strives to reduce bullying in all its forms, including sexism
Race	✓	▪		This policy actively strives to reduce bullying in all its forms, including racism.

Religion or belief	✓	▪		This policy actively strives to reduce bullying in all its forms, including abuse based around people's beliefs.
Sexual orientation	✓	▪		This policy actively strives to reduce bullying in all its forms, including homophobia.
Gender reassignment	✓	▪		This policy actively strives to reduce bullying in all its forms, including abuse based around gender reassignment
Pregnancy or maternity	✓	▪		This policy actively strives to reduce bullying in all its forms, including any bullying that may occur relating to pregnancy or maternity.
Age	✓	▪		This policy actively strives to reduce bullying in all its forms, including ageism.
Disability	✓	▪		This policy actively strives to reduce bullying in all its forms, including ableism
Marriage or civil partnership	✓	▪		This policy actively strives to reduce bullying in all its forms, including any bullying that may occur relating to marriage or civil partnership.
You could also add non-protected characteristics that have a specific impact in your school, e.g.: <ul style="list-style-type: none"> English as an additional language Looked-after children Families with separated parents 	✓	▪		This policy actively strives to reduce bullying in all its forms.

INTERSECTIONAL IMPACT

When bullying occurs, it can sometimes be intersectional in nature. All parts of any bullying would be addressed.

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT

The Anti-bullying policy is discussed and shared with students – usually during Anti-bullying week in assemblies in November.

FINAL DECISION ON POLICY

No changes to the policy required as a result of the EIA/policy change require

Monitoring arrangements

MONITORING ARRANGEMENTS

Bullying is reported on our Student Information system (Arbor).
Reports on the number of incidents of bullying are completed on a termly basis.