

KWS Educational

Anti-Bullying Policy

Version 9 September 2021

Approved by the Trustees

Review 2 years from date of approval.

Introduction-

At KWS we are committed to providing a caring, friendly safe environment for all young people so that they can learn in a safe atmosphere. Bullying of any kind is unacceptable at any of our sites. If bullying does occur all young people should be able to tell an adult and know that all incidents will be dealt with effectively and efficiently. This policy has been written with regard to DfES guidance” Preventing and Tackling Bullying March 2014.

What is Bullying?

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying may take various forms, including:

Physical e.g. kicking, hitting, pushing, intimidating behaviour or interference with personal property

Verbal/Psychological e.g. threats, taunts, shunning/ostracism, name-calling/verbal abuse or spreading of rumours

Racist Bullying – racial taunts, graffiti. e.g. physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language

Faith-based Bullying e.g. negative stereotyping, name-calling or ridiculing based on religion

Sexist Bullying e.g. use of sexist language or negative stereotyping based on gender

Sexual Bullying e.g. unwanted/inappropriate physical contact or sexual innuendo

Homophobic Bullying – because of or focusing on the issue of sexuality. e.g. name-calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language

SEN / Disability Bullying e.g. name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties

Gifted/Talented Bullying e.g. name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort

Cyber Bullying – e.g. abuse on-line or via text message, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones.

Peer on Peer Bullying – individual or group

Indirect bullying – comments and asides not directed towards the victim

Bullying has a damaging and harmful impact on the lives of many young people each year; this impacts on their ability to learn, their relationships and ultimately future employment prospects. We all have a responsibility to respond effectively and promptly to bullying of any kind and to support the victim but also the bully.

Objectives

- All staff are to have an understanding of what bullying is and its effects.
- KWS take bullying of any kind seriously and young people and parents/carers should be assured that any kind of bullying when reported will be taken seriously.
- Bullying is prevented prior to the event through close monitoring and swift action
- Bullying stops immediately where it has been identified.

Procedures

All incidents of suspected bullying to be reported to a member of staff and the incident will be investigated by staff immediately and recorded. If the suspected bullying incident is confirmed then the young people will be monitored closely and supported. Each young person will receive mentoring after the incident; the victim and the bully. All young people involved to meet to discuss the issues with a staff member and to look at ways of moving forward.

In some cases, parents to be informed and a meeting held. In serious cases and where appropriate the police are to be consulted.

Bullying incidents will be monitored regularly and reported to trustees in the annual safeguarding report.

Prevention

- Issues of bullying to be discussed in the end of day briefings where appropriate.
- Young people to explore issues of bullying through PSHCE, keywork and SEAL
- Keywork to promote tolerance and acceptance of others
- Modelling of positive behaviours by staff
- Praise for kindness seen between students, promotion of assertiveness to step-in and not be a bystander, confidence to report to staff
- Celebration of diversity taken at every opportunity
- Responsibilities for all understood – staff and student