



Queen Katharine Academy

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Policy for Anti- Bullying	
Policy Folder containing Suite / Family of Policies, Guidelines and Recommendations. Anti-Bullying	
This policy should be read, and used, in conjunction with: - All other policies related to Behaviour, Attendance and Safety	
Rights of the child (RRSA Article)	Article 28 based on FAIRNESS and EQUALITY “Every child has the right to an education. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity.” This includes: <ul style="list-style-type: none">• The RIGHT to learn and teach• The RIGHT to be respected• The RIGHT to be safe
Reviewing By: - Academy Committee:	Academy Committee
Last Updated / Reviewed & Approved by Governors on:	September 2019
Date of next scheduled review: -	September 2020
Responsible officer / Member of Staff /	Role: Deputy Principal Name: Veronica Giaquinto

1: Rational

1.1: Bullying in any form will not be tolerated at Queen Katharine Academy (QKA). It is entirely contrary to the values and principles that we hold at QKA, which are based on the Staff and Student RESPECT Charter. All stakeholders of the Academy community have a right to work in a secure, safe and caring environment and also have a responsibility to contribute in whatever way they can in maintaining this positive environment.

2: Vision

2.1: Our vision is to create learning environments where all pupils are valued and feel safe from bullying behaviours. Where a strong ethos in the Academy promotes tolerance and respect, including respect for difference and diversity and which also promotes positive interpersonal relationships. The Academy wants to ensure that any kind of harassment is not tolerated and that pupils, parents and staff understand what is meant by bullying and how to report incidents of it.

3: Principles

3.1: We believe at Queen Katharine Academy that everybody regardless of their individuality has a right to feel safe and secure. In this context there is a zero-tolerance approach to any form of bullying be it physical, verbal, emotional or through the use of technology. The Queen Katharine Academy Anti-Bullying policy is an essential strand of the Academy's discipline policy and is an integral part of our practice ensuring pupil well-being. Keeping pupils safe and helping them to manage their relationships is essential in maintaining standards and to ensure a productive learning environment.

3.2: The philosophy that informs the life of Queen Katharine Academy is that every individual is important and entitled to respect. Where bullying does arise, it will be viewed seriously and dealt with immediately. Our policy is proactive as well as reactive and is dependent on effective communication between staff, pupils, parents and the Academy Committee.

3.3: We will deal with incidents of bullying both inside the Academy and where bullying outside of the Academy is reported to school staff. Where any type of bullying outside of the Academy is reported it will be investigated and acted on immediately. This includes incidents occurring off the Academy premises and incidents occurring over social media.

4: Definition

4.1: Bullying is harmful and usually involves the misuse of power by an individual or group towards one or more persons. It is usually targeted and sustained. Cyber-bullying refers to bullying through information and communication technologies.

4.2: Bullying behaviour can be:

- ▣ **Physical** abuse e.g. hitting, punching, kicking, scratching, tripping, spitting, pushing, pinching, taking or breaking someone's things
- ▣ **Extortion** e.g. taking property or demanding money and/or services
- ▣ **Verbal** abuse e.g. name calling, gossiping, teasing, putdowns, sarcasm, insults, threats, inappropriate comments

- ▣ **Non-Verbal** abuse e.g. hand signs or text messages
- ▣ **Sexual** – sexual harassment or violence in any form is bullying e.g unwanted physical contact and/or sexual comments
- ▣ **Emotional** abuse e.g. threatening or intimidating someone
- ▣ **Social** e.g. ignoring, excluding, ostracising, alienating, or isolating someone
- ▣ **Psychological** e.g. undermining, criticising or spreading rumours, hiding or damaging possessions
- ▣ **Prejudice-Related** bullying is connected with prejudices around belonging, identity and equality in wider society in particular prejudices to do with Race, Gender, Sexual Identity, Disability and Home Life (e.g. parental occupation, poverty and social class)
- ▣ **Cyber** or virtual bullying through social networking, or using mobile phones e.g. malicious SMS and email messages, inappropriate use of camera phones, malicious comments on social media

4.3: Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- ▣ pupils not getting along well
- ▣ a situation of mutual conflict
- ▣ single episodes of nastiness or random acts of aggression or intimidation

5: Responsibility of staff

- ▣ Foster our pupils' self- esteem, self-respect and respect for others
- ▣ Lead by example by demonstrating high standards of personal and social behaviour we expect of our pupils
- ▣ Discuss bullying with all classes and in all aspects of the curriculum so that all pupils are aware of the effects of bullying
- ▣ Be alert to bullying and follow QKA procedures and policies when reporting bullying to Tutors, Student Support Officers and Progress Leaders

6: Responsibility of pupils

- ▣ Refrain from becoming involved in any kind of bullying
- ▣ Report to any member of QKA staff if they have witnessed or suspect instances of bullying

6.1 More information on how to deal with bullying can also be found the Student Planner which gives guidance to pupils and parents on bullying and on the Academy website.

7: Responsibility of parents

- ▣ Advise pupils to report any bullying
- ▣ Advise pupils not to respond to bullying in an inappropriate or aggressive manner
- ▣ Report any instances of bullying to Academy staff
- ▣ Not respond to any bullying either verbally or online

7. 1 More information on how to deal with bullying can also be found the Student Planner which gives guidance to pupils and parents on bullying and on the Academy website.

8: Preventative measures

- ▣ All pupil concerns relating to unacceptable behaviours from others are listened to
- ▣ Systems are in place for pupils to report bullying. They are aware of and feel that they can report bullying which may have occurred outside of the Academy including cyber-bullying
- ▣ All allegations of bullying are investigated and, if confirmed, are acted upon with clear procedures with sanctions/support specified and applied consistently
- ▣ Disciplinary measures for pupils who bully are consistently and reasonably applied, taking into account the specific needs of the pupils. The consequences of the bullying always reflect the seriousness of the incident
- ▣ Support for pupils who are being bullied and those who are identified as taking part in bullying is also offered via our pastoral system
- ▣ Work with the wider community such as the police and children's services takes place where bullying is particularly serious or persistent or where a criminal offence may have been committed
- ▣ Effective staff training takes place to ensure the bullying agenda is prominent. Staff are alert to the signs of bullying and feel equipped to deal with different forms of bullying
- ▣ Staff, through internal training will understand the principles and the purpose of the Academy's policy, the legal responsibilities regarding bullying and where to seek support
- ▣ Dedicated curriculum (via Relationship Sex Education), Tutor Time and Assembly slots are used to promote awareness and understanding of the need to combat bullying
- ▣ Anti-bullying Ambassadors are in place to help support and raise the profile of anti-bullying at the Academy
- ▣ An Anti-bullying Focus Group is being developed to include staff members, students and parents.

Student Charter

All students should...

	Take	R	esponsibility	for their own actions and learning and not blame others.
	Celebrate	E	xcellence	by showing what they are good at and developing themselves where they need to.
	Offer	S	upport	to each other by not stopping each other learning.
	Show	P	ride	in themselves by turning up on-time, being prepared, competing work to their very best and wearing our uniform well.
	Have	E	mpathy	for their fellow students and staff by helping when they can.
	Be part of the	C	ommunity	by supporting events and representing our school at all times.
	Display	T	olerance	by not discriminating against others based on their disabilities language, home country, gender, race, religion or sexuality.

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“Every child has the right to an education.”

Staff Charter

All staff should...

	Take	R	esponsibility	by producing quality lessons, marking work regularly and upholding the school rules.
	Celebrate	E	xcellence	in their lessons, in our achievements and in our cultural diversity.
	Offer	S	upport	by being someone anyone can go to for help at any time.
	Show	P	ride	in their work, the way they dress, our students and defend who we are.
	Have	E	mpathy	by understanding that people have bad moments and offer fresh starts each day.
	Be part of the	C	ommunity	of the school by championing its students, parents and events.
	Display	T	olerance	to others who may have different views by not treating differently or expecting less from them.

“Every child has the right to an education.”