KINGSBURY SCHOOL

Anti-Bullying Policy

LOCAL LEVEL POLICY

REFERENCE NO:	005	DATE PREPARED: September 2023	DATE REVIEWED/REVISED: September 2025
Policy compiled by: H. Hurley		Approved by the Local Governing Body: Signed: Kate Spencer Date: September 2025	
Signed: Helen Hurley On behalf of the Senior Leadership Team			
DATE OF NEXT REVIEW: September 2027			

Date	Notes
November 2022	Policy reviewed by Mrs K Williams (Deputy Headteacher)
September 2023	Policy reviewed and amended/updated by K Williams
September 2025	Policy revised by Helen Hurley (Assistant Headteacher). Addition of Stop Box to reporting incidents.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education" 2023. The school has read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

Bullying is if someone does something unkind to you:
- **S**everal
- **T**imes
- **O**n
- **P**urpose

If someone does bully you, you must:
- **S**tart
- **T**elling
- **O**ther
- **P**eople

1. Policy objectives:

- This policy outlines what Kingsbury School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Kingsbury School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.

2. Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:
- School Behaviour and discipline policy
- Child protection and safeguarding policy
- Complaints policy
- Online safety and Acceptable use policies
- Curriculum policies, such as: PSHE, citizenship
- Equality
- Acceptable use of ICT

3. Links to legislation

Kingsbury School is aware of the statutory responsibility to discipline students for poor behaviour outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to discipline students for poor behaviour when they are not on school premises. This can relate to bullying incidents occurring anywhere on or off the school premises.
This policy should be used alongside the school's Child Protection and Safeguarding Policy as child-on-child abuse must be considered as a potential source of significant harm.

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014 (if appropriate)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4. Aims

- To work towards the elimination of bullying at Kingsbury School
- To enhance the Behaviour Policy which confirms the school expectations;
- To involve all members of the school community in countering bullying;
- To enable students, staff, parents and governors to understand what constitutes bullying and their specific responsibilities;
- To ensure that there are strategies to minimise the risk of child on child abuse and procedures;
- To enable parents to feel confident that bullying will be firmly dealt with by the school;
- To inform all members of the school community that bullying behaviour will not be tolerated.

5. Responsibilities

It is the responsibility of:

- The headteacher to communicate 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.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to abide by the policy.

6. Definition of bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:

- The religious background or faith of the person bullied.
- A disability, perceived, physical or Special Educational Need.
- The race of the target: racist name calling, taunts, graffiti or gestures.
- The sexuality of the target: homophobic, biphobic
- Sexual bullying relates to the targets gender, including transphobic bullying.
- Home circumstances, appearance.

Bullying can also take place through third person involvement, i.e. another person being encouraged to take part in any of the behaviours above. All staff should also be aware to the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Head. This also includes any incidents of adult bullying by Humphrey Perkins School 3 staff or parents. If the Head is suspected of bullying, the matter should be reported to the Chair of the Governing body.
Bullying is not: It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Students do 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 a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is defined as Several Times on Purpose

Bullying Outside School Premises Head teachers have 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 Head teachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or change of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops, or in the town centre. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed. Why is it important to respond to bullying

- Bullying hurts.
- No one deserves to be a target of bullying.
- Everybody has the right to be treated with respect.
- Students who are bullying need to learn different ways of behaving.
- School have a responsibility to respond promptly and effectively to issues of bullying.

7. School ethos

Kingsbury school works to promote an ethos where students are ready, respectful and safe. This policy will draw upon these core values to illustrate how bullying can be prevented and resolved. The School recognises that students will learn best in a safe and calm community that is free from disruption and in which education is the primary focus. Staff, students and parents have a responsibility to report bullying as soon as possible. They also have a responsibility to implement the preventative strategies outlined in the policy.

8. Procedures

Reporting Bullying concerns

Students

o Students are encouraged to tell someone in school, report through the school 'Stop Box' located in Pastoral or email through SHARPS on our website.
o They are encouraged to report possible bullying to any member of staff they trust, a friend, or a member of their family.

o Students who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.

Staff

• All incidents of suspected bullying will be dealt with initially by the member of staff it is reported to.
• All staff are responsible for the health and well being of the students and have a duty to respond seriously to any claim of bullying.
• If they are unable to investigate the matter must be referred immediately to the Pastoral Team.
• The Head will also be informed and, if bullying is confirmed it will be logged on CPOMS. All instances of bullying will be recorded and monitored for patterns of behaviour.
• Teaching assistants should report to a class teacher or pastoral team if they have any concerns about potential bullying.
• Lunchtime Supervisors report to SLT Team Leader who in turn reports to the Pastoral Team where there are concerns about student's behaviour.

Parents

• Parents are encouraged to share concerns with their child's form tutor and the Pastoral Team.
• Parents/guardians will be informed and may be asked to come into a meeting to discuss the problem.
• If necessary and appropriate, particularly if behaviour in school is repeated out of school, the police will be consulted.

Procedures – Outcomes

Target

• The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
• Targets will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their fault.
• The target will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.
• Referral to a counsellor may be considered appropriate.
• Following investigations, staff will periodically 'check in' with students that have been the target of bullying to ensure that the child feels happy and secure at school.

Perpetrator

• Most importantly the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.
• Students are helped to reflect upon their actions and to empathise with how the bullied student may feel.
• Students that have bullied are supported to modify their behaviour – this may be through a report card, a written agreement put in place with the school and / or victim that they both sign, support of a buddy for break times and involvement of parents to reinforce the unacceptable nature of bullying.
• Other consequences may take place where deemed appropriate.
• Temporary exclusion for one or more days may be considered if appropriate.
• After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Parents

• Parents/Carers of both target and perpetrator will be kept informed throughout the process.
• Close contact will be maintained with the target's parents or carers to ensure that the target adjusts positively back to school life as quickly as possible.
• Parent views will always be considered but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

Reconciliation

• The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.
• Students will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified, this may be conducted through restorative conversations/conferences.

Procedure – Recordings

• All serious behaviour incidents are recorded on CPOMS to look for patterns of behaviour.
• Definite incidents of bullying are recorded on CPOMS which is used to highlight repeated incidents.
• The Assistant Principal is responsible for coordinating the recording system, liaising with the Key stage leaders/pastoral year leads and other staff to ensure that incidents of bullying are not missed.
• Periodic analysis of CPOMS i.e. number of incidents, numbers of students involved, analysis of sanctions etc. will help staff to measure the success of our policies of poor or challenging behaviour.
• Teacher may also consult the Keys Stage Leaders/Pastoral Year Leaders if they have any concerns about bullying behaviour. This will be noted and recorded on CPOMS.

9. Prevention

We aim to help students prevent bullying. As and when appropriate, students may:
• Sign a Home/School agreement contract when they start at Kingsbury.
• Hold assemblies reaffirming our standing against bullying.
• Subject areas reinforce message through lesson activities.
• Use role play to help create feelings of empathy.
• Have discussions about bullying and why it shouldn't happen. The school has a range of strategies in place to help students work and behave co-operatively in order to minimise the possibility of bullying taking place.
• We take part in the National Anti-bullying week in November each year, involving all students in discussions about acceptable behaviours and ensuring all students know what procedures should be followed.
• We have regular school assemblies focused around Personal Development themes of bullying, friendship and expected behaviour.

10. Anti-Bullying Policy

• The school has a clear behaviour policy that rewards positive behaviour and adopts restorative practice. The school rules are clear and straightforward and focus on positive attitudes.
• The school takes a pro-active stance towards challenging behaviour at lunchtime; we also have various activities at lunchtime for students to take part in to avoid unwanted behaviour.
• The school works closely with the local police to make sure that any incidents outside the school are reported to the school so that students involved can then be monitored inside school as appropriate.
• Students are encouraged to help perpetrators and targets reflect upon their actions.

• Both students and parents are made aware of how to use the internet safely and the possibilities of cyber bullying.
• All new families are given a home/school agreement which explains our rules, standards and expectations.
• Above all students are encouraged to tell any adult in school if they feel they are being bullied or think someone else is being bullied.

11. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with cloths torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay someone who has asked them for money)
- has dinner or other monies continually "lost"
- has unexplained bruises
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when cyber message is received

These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

Adults (staff and parents) 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.

12. 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.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the 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.
- Actively create "safe spaces" for vulnerable children and young people. The school's Phoenix Suite is a designated 'safe space' where children can report incidents of bullying.
- Celebrate success and achievements to promote and build a positive school ethos.

13. Education and Training

- All staff will be trained 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, student council, etc.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

14. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Kidscape: Help With Bullying (kidscape.org.uk)
- Bullying UK : Parenting and Family Support - Family Lives (Parentline Plus) | Family Lives
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- UK Council for Child Internet Safety (UKCCIS): www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

- Internet matters: www.internetmatters.org/issues/cyberbullying
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama : www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harrassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: Responding to sexual and sexist bullying (anti-bullyingalliance.org.uk)