



Anti-Bullying Policy



Aims and objectives

The King's School, Worcester, holds our five School **values** of ambition, resilience, humility, creativity and kindness, as we strive to achieve our **vision** that every member of our community will be curious, caring and confident, and fulfilling our **mission** to seek excellence in all we do and provide an outstanding preparation for life.

Framed by the above, this **Anti-Bullying Policy** is a clear statement that bullying of any form will not be tolerated in the King's community. Such behaviour is unacceptable and will not be minimised or discounted as banter or part of growing up.

The Foundation fully recognises the serious nature of bullying and its detrimental effect on the well-being of children and will endeavour to deal with any concerns raised about bullying effectively, promptly and sensitively. We also recognise that bullying in relation to protected characteristics can be particularly damaging in its impact.

It is our wish at King's for every pupil to feel safe and valued. This places a responsibility on every member of our community to create a positive ethos and implement measures to deter, identify and address bullying. A zero-tolerance approach means that the Foundation will act when bullying is reported, working to support all pupils involved.

This policy should be read in conjunction with the following related policies:

- Safeguarding
- PSHE
- RSE
- Staff Code of Conduct
- Worries and Complaints
- Behaviour Management
- School Rules
- Physical Restraint
- Special Educational Needs
- First Aid
- Introduction Health and Safety
- Pastoral Care
- School and Sexual relationships
- Equal Opportunities
- ICT and Acceptable Use
- Whistleblowing (Confidential Reporting)
- Missing Child
- Drugs and Alcohol
- Well-being and Mental Health

In addition, this policy is written in line with the following government guidance and statements:

- Keeping Children Safe in Education, 2023
- Preventing and tackling bullying, 2017
- Equality Act, 2010

Definition of bullying

The following definitions are taken from the NSPCC

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It is usually repeated over a long period of time and can hurt a child both physically and emotionally.

Types of bullying

Bullying can take different forms. It could include:

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs or text messages
- emotional abuse: threatening, intimidating or humiliating someone
- exclusion: ignoring or isolating someone
- undermining, constant criticism or spreading rumours
- controlling or manipulating someone
- making silent, hoax or abusive calls

The following types of bullying are also hate crimes:

- racial, sexual, transphobic or homophobic bullying
- bullying someone because they have a disability.

Cyberbullying

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

Types of cyberbullying

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Keeping Children Safe in Education, 2023 also refers to:

- prejudice-based and discriminatory bullying
- sexual harassment
- sexualised jokes
- dangerous or humiliating initiation ceremonies.

Indicators of bullying

The following signs of bullying are taken from the NSPCC

No single sign will indicate for certain that a child is being bullied, but watch out for:

- belongings getting 'lost' or damaged
- physical injuries, such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to whoever's bullying them)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

These signs and behaviours could well indicate other problems, but bullying should be considered a possibility and the behaviour explored with the pupil, giving them the opportunity to talk in a safe and secure setting with a member of staff they trust.

Preventing bullying across the Foundation

We commit to a wide range of measures that aim to prevent bullying from taking place. These include:

- an established PSHE programme, that includes Relationships and Sex Education
- an assembly programme, that includes topics relating to the Foundation's values
- staff who are trained in and alert to the indicators of bullying and who listen to pupils
- IT filtering and monitoring systems to flag concerning use of school IT systems
- signposting of reporting procedures

Bullying allegation monitoring across the Foundation

The bullying allegation monitoring process may be activated as a way to offer longer term, routine check ins with, and support to, the reporting pupil.

Following the report of an allegation of bullying, the Head of Section or House Tutor (Head / Deputy at Prep Schools) must identify a member of staff to be a point of contact (POC) for the pupil who has

been bullied and inform the pupil and their parents/guardians of who this is. In most cases, the expectation is the POC will be the pupil's Form Teacher or Year Group Tutor.

During the investigation the POC must:

1. Check in the with the pupil at least twice a week to determine if there has been any repetition or other comments made by the pupil(s) identified as exhibiting bullying type behaviour.
2. Record all conversations with the pupil on CPOMS, including nil reports.

After the investigation the POC must:

1. Check in the with the pupil at least twice a week to determine if there has been any repetition or other comments made by the pupil(s) identified as exhibiting bullying type behaviour.
2. Record all conversations with the pupil on CPOMS, including nil reports.
3. Agree with Deputy Head Pastoral / Head or Deputy at Prep Schools when the monitoring period ends, which is likely to be 4 weeks from the end of the investigation.
4. Inform parents/guardians that the monitoring period has come to an end and record on CPOMS.

Record keeping across the Foundation

Reports, investigations and confirmed cases of bullying and bullying type behaviour will be recorded on CPOMS for all those involved. The Deputy Head Pastoral, Head of KSA and Head of KH keep a separate log of bullying matters, both proven and unproven. This log notes the date, school, pupils involved, person reporting, nature of the incident, action taken and whether protected characteristics have been a factor in the matter. This log is shared across the three Foundation schools to allow for effective monitoring and evaluation purposes.

Support in the Senior School

Support can include, although would not be limited to, the following:

- Pupils will be listened to carefully and offered time with their Pastoral Team, including their Form Tutor, Year Group Tutor or House Tutor. This can include follow-up meetings and additional check-ins.
- Children being bullied will be supported and assistance given to uphold their right to feel safe in school. This may include, for example, access to a Pastoral Time Out Card.
- School Counselling can be offered to those pupils who have experienced bullying.
- Those who have witnessed bullying can also receive support from their Pastoral Team.
- Pupils should have reminders of the School's digital partners, including Childline, The Wellbeing Hub and YoungMinds.

Procedures in the Senior School

1. Pupils can talk to any member of staff if they have concerns about bullying or they may use the Bullying Report Form - [click here to access the form](#) - and it is located on the Firefly Dashboard in the 'Help and Support' section. Pupils can report for themselves or one of their peers.

2. The Deputy Head Pastoral will ask the relevant Head of Section or House Tutor to carry out an investigation and this will include talking to the pupil and determining their wishes. The investigator will record on CPOMS the findings of the investigation and subsequent actions.
3. Input may also be sought from the pupil's Pastoral Team of Form Tutor / Year Group Tutor / House Tutor, particularly to offer support to the pupil/s involved.
4. In some cases, parents/guardians will be asked to come in for a meeting to discuss the concerns. In all cases where a young person discloses a period of bullying the parent/guardian will be informed and advised of what action the School will take.
5. If the investigation upholds the allegation, a proportionate and fair consequence will be actioned for the pupil or pupils displaying bullying behaviour/s. This is likely to result in an activation of the Behaviour Management Policy and a sanction being applied.
6. Any serious period of bullying, where a pupil suffers or is likely to suffer significant harm, will be treated as a safeguarding or child protection matter and reported to the Police and/or Children's Services, as appropriate.
7. Support will also be offered to the pupil/s displaying bullying behaviour, with the aim of understanding their behaviour and, where relevant, seeking to amend this.
8. The School draws a distinction between a one-off act of unkindness and a period of bullying behaviours. While both can be harmful to young people, and the School will respond to both, the repetitious nature of a period of bullying behaviours can make them more impactful.

Review

This policy will be reviewed by the Deputy Head Pastoral, the Head of KSA and the Head of KH annually or at more frequent intervals if there are relevant legislative changes, and/or the evaluation of the policy highlights the need for a review.

Authorised by	Resolution of the Governors
Signature	
Date Adopted	08 December 2023
Revised on	28 September 2023
Review due	30 August 2024
Circulation	Members of Governors/ all staff / parents / pupils [on request]

King's Hawford

Procedures for Staff

At King's Hawford we will:

- As adults treat each other with respect at all times, therefore acting as positive role models for the children and each other
- Support the way in which all members of this School community can live and work together in an environment that is happy, safe and secure and where effective learning can take place
- Reward good behaviour and provide encouragement and stimulation to all pupils
- Treat all children fairly and apply this policy in a consistent way
- Ensure that children are aware of the School Rules
- Teach, through the School curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

The key features of the School's policy include:

- Early intervention.
- Recording of matters on CPOMS and the Foundation's central log.
- Communication and partnership with parents/guardians.
- Communication between staff.
- Involvement and understanding of pupils.

School Strategies

- Pupils are given information about bullying through the PSHE programme:
 - What is bullying?
 - How do I deal with bullying?
- Pupils discuss issues associated with bullying during PSHE lessons:
 - Bullying behaviour is unacceptable not the person perpetrating it.
 - Pupils are encouraged to support victims of bullying.
 - Circle time and drama scenarios raise awareness and possible action.
- Pupils are given information about the School's anti-bullying policy, which is reinforced in assemblies and at other times by class teachers:
 - Bullying will not be tolerated.
 - Pupils must tell someone about periods of bullying.
 - Action which will be taken in cases of bullying.
- Assemblies, projects, drama, stories, literature, historical and current events are used to highlight the anti-bullying policy.
- We take part in National Anti-Bullying weeks and campaigns such as 'Odd Socks Day' to raise awareness of bullying.

- Pupils are encouraged to confide in someone they trust. Who can I talk to? Posters are displayed around school and are specific for Prep and Pre-Prep children. Pupils are listened to.
- Outdoor play areas provide opportunities for play and quieter activities.
- Key areas of the School are well-supervised.
- Classroom seating is organised by staff to ensure children are not isolated.
- Co-operative group work is incorporated into class lessons.
- Raising staff awareness through training and taking appropriate action based upon reported periods of bullying to reduce future difficulties.
- The PSHE Programme will include education for children in the appropriate use of technologies with specific reference to cyber-bullying and online safety.
- Growth Mindset words are used to reinforce our anti- bullying message and encourage children to be kind to their peers.
- Children, both the perpetrator and the victim of bullying, will be offered support after the resolution and their mental health and well-being evaluated and closely monitored.
- Specific interventions for children who have been bullied or have been accused of bullying are put in place by the SENDCO and / or pastoral team.
- A centrally located worry box is available for children who find it challenging to verbalise their feelings.
- As part of their duties, the prefect team, in particular the Citizenship prefects, look out for isolated or worried children at playtimes and breaks.

Our whole school approach includes a range of strategies adapted to suit particular reports, including:

- Strategies in EYFS and Pre-Prep include Circle Times, role modelling appropriate behaviour, whole year group discussions (e.g. Reception), recognition of individual needs and addressing same, use of resources such as books and puppets, small group sizes with close pastoral support and use of key workers in Nursery. Record keeping includes daily diary records updated by all staff and logging in individual child records.
- Ensuring that the whole school understands what bullying means, including what a bully is, what a victim is and what a bystander is.
- Making clear that a zero tolerance approach to bullying is in place in school.
- Encouraging children to report without feeling they are telling tales.
- Reports are taken seriously, investigated and if necessary, acted upon, with clearly defined procedures.

We use the following strategies to ensure a positive ethos in which children feel secure to report bullying immediately:

- A behaviour policy for pupils and staff setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom.
- Whole school assemblies – to raise awareness of bullying issues and providing a whole school focus for anti-bullying activities.

- Activities within the PSHE programme specifically aimed at developing children's own strategies to deal with bullying type behaviour.
- Providing a variety of activities/equipment for pupils to play with during school breaks.

King's St Alban's

Procedures for Staff

Cases of bullying or suspected bullying that are observed in class or around the School must always be taken seriously. The following steps may be taken when dealing with reports:

- If bullying is suspected or reported, the member of staff that has been approached will deal with the report immediately. Any such occurrence, should be discussed immediately with the Form Teacher. These discussions will normally involve the member of staff who originally reported the matter; if this is not the case, the Form Teacher will report back to the member of staff who reported the matter.
- Staff will make sure the victim(s) is reassured and feels safe.
- Staff will listen and speak to all children involved about the matter separately.
- The problem will be identified and possible solutions suggested.
- Staff will encourage a problem solving approach which will move children on from having to justify their behaviour – this may take the form of a group meeting to reconcile pupils. The Form Teacher involved will liaise and decide on appropriate actions.
- Staff will reinforce the message that bullying behaviour is not tolerated at King's St Alban's.
- Appropriate action will be taken quickly to end the behaviour.
- Sanctions deemed appropriate will be applied.
- If possible, the pupils will be reconciled.
- If necessary, support will be given to the bully/bullies to help them understand and change his/her behaviour.
- A member of the Senior Leadership Team will be informed of the matter and the action taken.
- In a case of bullying, the matter will be recorded in the Foundation bullying log on Team. This log is evaluated over time to judge the effectiveness of the anti-bullying policy and to spot trends or patterns of abuse.
- All periods of bullying must be reported on CPOMs. CPOMs reports are reviewed formally and weekly by SLT.
- The Head or Deputy will be notified of any serious case of bullying or of any ongoing situation. In serious cases, the Head, or Deputy will, in consultation with others, take the final decision about how the matter is to be dealt with and resolved and as per the Behaviour Management policy.
- In serious cases, parents/guardians will be informed and will be invited to come in and discuss the problem. This decision will be made by the Head or Deputy.
- After the matter has been investigated and dealt with, each case will be monitored to ensure a successful outcome.
- The Head will be informed of all reports of bullying, if not already involved.
- Bullying allegation monitoring follows the same process as outlined above at King's

School Strategies

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 - Pupils are encouraged to support victims of bullying.
 - Circle time and drama scenarios raise awareness and possible action.
- Pupils are given information about the School's bullying policy, which is reinforced in assemblies and at other times by class teachers:
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 - Action which will be taken in cases of bullying.
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- We take part in National Anti-Bullying weeks and campaigns such as 'Odd Socks Day' to raise awareness of bullying.
- Pupils are encouraged to confide in someone they trust. Who can I talk to? Posters are displayed around school and are specific for Prep and Pre-Prep children.
- Pupils are listened to.
- Outdoor play areas provide opportunities for play and quieter activities.
- Key areas of the School are well-supervised.
- Classroom seating is organised by staff to ensure children are not isolated.
- Co-operative group work is incorporated into class lessons.
- Raising staff awareness through training and taking appropriate action based upon reported periods of bullying to reduce future difficulties.
- The PSHE Programme will include education for children in the appropriate use of technologies with specific reference to cyber-bullying and online safety.
- Growth Mindset words are used to reinforce our anti-bullying message and encourage children to be kind to their peers.
- Specific interventions for children who have been bullied or have been accused of bullying are put in place by the SENDCO and / or pastoral team.
- Two practitioners are trained in 'Drawing and Talking', an intervention offered to children who may have been involved in a bullying matter.
- Worry boxes are available in all classrooms for children who find it challenging to verbalise their feelings.
- Well-being Ambassadors encourage children to share their feelings and worries and look out for isolated or worried children at playtimes and breaks.

- Strategies in EYFS and Pre-Prep include Circle Times, role modelling appropriate behaviour, Whole year group discussions (e.g. Reception), recognition of individual needs and addressing same, use of resources such as books and puppets, small group sizes with close pastoral support and use of key workers in Nursery. Record keeping includes daily diary records updated by all staff. Logging in individual child records.