



King's High School

King's High School Anti-bullying Policy	
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Anti-bullying Policy¹

In accordance with the aims of King's High School and its Behavioural Policy, the basis of pastoral care at King's High is that every student's wellbeing is of paramount importance. We are committed to creating a school community where every individual is valued and can learn and develop in a secure and caring atmosphere. Our aims and pledges (written in partnership with our student School Council) state that we will 'be inclusive and supportive of all people in the school community'. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and ensure they are future-ready. Our values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

We work hard to create an ethos that discourages any form of bullying or similar actions which undermine our aims; such actions will not be tolerated. If bullying does occur, all students, parents and staff should be able to report it confidently and know that incidents will be dealt with promptly and effectively. Anyone who suspects that bullying is happening is expected to be an upstander and report it. The School recognises the heightened risks associated with children sharing overnight accommodation in the boarding house (see below) and on residential trips and also recognises that it must take note of bullying perpetrated outside of school but which affects the school community. The School will do what is reasonably practicable to help eliminate any such bullying.

Aims of the Policy

The School aims:

- to promote positive attitudes and relationships amongst students and the adults around them at school
- to create a culture of kindness and mutual respect which discourages bullying
- to promote a culture of 'upstanding', and support everyone in taking action to protect those who might be the target of bullying
- to promote equality and address prejudice in order to discourage prejudice-based bullying (including bullying based on the protected characteristics listed in the Equality Act 2010)
- to take action to reduce the risk of bullying at times and in places where it is most likely to occur, both in school and during off-site school activities
- to understand the experiences and address the needs of students who are the targets of bullying behaviour
- to understand and address the needs of those who display bullying behaviour within a framework of respect, responsibility, support and resolution
- to show that bullying is a serious issue that will not be tolerated
- to demonstrate to all that the safety and happiness of students is enhanced by dealing positively with bullying behaviour

¹ 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" 2024. 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; Protection from Harassment Act 1997; The Malicious Communications Act 1988; Public Order Act 1986.

Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of bullying.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is suspected.
- 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.
- All members of the school community should know that bullying will not be tolerated.

Defining bullying

Bullying behaviour is **negative** behaviour that **deliberately intends** to make someone feel:

- **hurt**
- **upset**
- **uncomfortable and/or**
- **unsafe.**

In all types of bullying, the intention is to make the target unhappy and bullying may cause great distress. It can result in the intimidation of a person or persons through the threat of violence or by isolating them. Bullying is a form of child-on-child abuse and may result in safeguarding concerns.

A key condition of the negative behaviour being defined as bullying is an **imbalance of power** which means the target of the bullying finds it difficult to defend themselves. Repeated negative behaviour is bullying as it takes away power from the target. A **one-off hurtful incident may also be defined as bullying** if there is an imbalance of power e.g. the target is younger. The imbalance of power can manifest itself in several ways; it may be physical or psychological (knowing what upsets someone), derive from an intellectual imbalance or result from having access to the support of a group and the capacity to socially isolate the target, either physically or online.

Bullying is different in nature and severity from the ordinary relational conflict where power is balanced, remorse and attempts to resolve the conflict are evident and the relationship is largely respectful. However, even one-off incidents of unkind or hurtful behaviour where there is no imbalance of power may have a significant impact on the target and could be serious enough to be a criminal offence. This type of child-on-child abuse is dealt with seriously under the Behaviour Policy.

Students are encouraged to talk to pastoral staff about small disagreements so that early intervention and support can be offered and any bullying identified and addressed. Students will fall out and disagree with each other as they form and build relationships; this is a normal part of growing up and most young people have the ability to bounce back from this type of relational conflict. It is important for students to discuss how they feel with adults who can help them develop resilience to manage their relationships.

There are many ways of classifying bullying and at King's High the Diana Award three-way classification is often used:

Category of bullying	Examples
Physical	Unwanted physical harm such as hitting, kicking, biting, shaking, hair-pulling, tripping up, pushing, spitting, unwanted physical attention or inappropriate touching, sexual gestures or any use of violent or aggressive

	behaviour (including initiation/hazing type violence and rituals)
Verbal	Name-calling, sexual harassment, comments about sexual reputation or performance, racial taunts or gestures intimidation, using sarcasm, mocking, making subtle comments, pressure to conform and use of derogatory language,
Indirect – a less obvious form that is not always seen or heard first-hand by the target Cyber-bullying (bullying that takes place online, such as through social networking sites, messaging apps, gaming sites or associated technology e.g. camera and video facilities) is a form of indirect bullying.	Spreading rumours or lying, excluding, hiding, stealing or damaging someone else's property. Offensive texts, uploading pictures that could harm a person's reputation or cause upset, sharing damaging information about a person in a public forum, lying, spreading rumours including by the use of Artificial Intelligence. Upskirting, (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) is a specific example of abusive behaviour which can be linked to online bullying. Upskirting is a criminal offence.

The rapid development of, and widespread access to, technology has provided a new medium for 'indirect' bullying, which can occur in or outside school: cyberbullying is a different form of bullying because it can happen at all times of the day and night, with a potentially bigger audience as people forward on content. Some of the types of cyber bullying recognised by Bullying UK are:

- **Harassment:** the act of sending offensive, rude, and insulting messages and being abusive. e.g. nasty or humiliating comments on posts, photos and in chat rooms, being explicitly offensive on gaming sites.
- **Denigration:** when someone sends information about another person that is fake, damaging and untrue e.g. sharing photos of someone to ridicule them, spreading fake rumours and gossip.
- **Flaming:** when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.
- **Impersonation:** when a person hacks into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material. The making up of fake profiles on social network sites, apps and online are common place and it can be challenging to get them closed down.
- **Outing and Trickery:** someone shares personal information about another person or tricks someone into revealing secrets and then forwards them to others. They may do this with private images and videos too.
- **Cyber Stalking:** the act of repeatedly sending intimidating messages that include threats of harm or engaging in other online activities that make a person afraid for their safety.
- **Exclusion:** when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement.

More information on cyberbullying, including tips on dealing with it, can be found at:

<https://www.familylives.org.uk/advice/bullying>

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Whilst AI has many educational uses, it also has the potential to be used to bully others e.g. in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Any use of AI to bully students is addressed through the Anti-Bullying Policy.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. Safeguarding procedures regarding sexual imagery will be followed. Parental consent is not required to search a young person's mobile phone.

Motivation for bullying

Although anyone can be subjected to bullying behaviour, those with actual or perceived identity differences are more likely to experience bullying. Prejudice-based and discriminatory bullying is motivated by prejudice or negative attitudes, beliefs or views based on the target's actual or perceived identity. Prejudice extends beyond the protected characteristics identified in the 2010 Equality Act and can be based on other characteristics unique to a young person's identity. Examples of prejudice-based and discriminatory bullying are included in the table below:

Type of bullying	Definition	Examples
Racist / faith-based bullying	Bullying that is based on prejudice or negative attitudes, beliefs or views about race, ethnicity, religion or culture.	A student who receives comments about their accent, clothes, the food they eat and their skin colour. A student who has to listen to racist jokes.
Sexist bullying	Bullying based on sexist attitudes that when expressed, demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men or are inferior.	A student who is subjected to derogatory comments about women on the bus.
Sexual bullying	Bullying behaviour that has a specific sexual dimension which may be physical, verbal or non-verbal/psychological. It may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation, or using sexual language that is designed to subordinate, humiliate or intimidate.	A student who is being rated online about their sexual performance. A student has their bra strap pinged as they enter the playground after lunch.

<p>Homophobic or biphobic bullying (sexual orientation)</p>	<p>Bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people.</p>	<p>A student being called a 'lesbian' and 'not a real girl' by other students because they have short hair</p> <p>A student who reports that since they came out as a lesbian, others in their class keep moving away from and giggling every time they are in the changing rooms</p> <p>Ongoing name-calling and jokes about being 'greedy' because they are attracted to more than one gender</p>
<p>Transphobic bullying (gender identity)</p>	<p>Bullying based on prejudice or negative attitudes, views or beliefs about trans people</p>	<p>A student being teased and called trans because they wear 'boys' clothes'</p> <p>Students laughing and repeatedly telling another student 'that can't happen – your dad's a freak' when they are told that dad is now their mum</p>
<p>Disability-based or SEND bullying</p>	<p>Bullying linked to special educational needs or disabilities such as autism</p>	<p>A student who is taunted because they limp when they walk due to a spinal condition</p> <p>A student who is excluded from social groups because their classmates think they make odd comments.</p>
<p>Bullying about physical appearance or health conditions</p>	<p>Bullying linked to appearance or health conditions</p>	<p>A student with acne reports that their photo has been uploaded next to a photo of a leopard and derogatory comments are being made in class and online.</p> <p>A student is called 'fatty', and 'piggy' and told they need to lose weight if they want a relationship.</p>
<p>Bullying related to home or other personal circumstances</p>	<p>Bullying of young carers, looked-after or previously looked-after children, matters connected to a parent or bullying based on comparative wealth/ difference or perceived differences in socio-economic status</p>	<p>A young carer is constantly teased about having to 'babysit' their mother rather than go out</p> <p>Ongoing comments to an adopted child about being rejected and not having real parents.</p>
<p>Bullying related to being a boarder</p>	<p>Bullying of boarders</p>	<p>A boarder is constantly teased about 'being abandoned by your parents'.</p>

Bullying and students with SEND

The School is aware that disabled young people and those with SEN (SEND), are significantly more likely to experience bullying - including online bullying - than their peers. Children who have learning disabilities and autism are particularly at risk.

The School will make reasonable adjustments to minimising disablist behaviour and name calling which is one of the most frequent occurrences of disablist bullying. It has been shown to disproportionately involve and impact on disabled children and students, affecting both wellbeing and achievement. Disablist bullying will be discussed as part of work on discrimination and the protected characteristics to try to minimise incidents of this nature.

In incidents involving a pupil with SEND there will be close consultation between the pastoral team and the Head of Learning Support (SENCo) to ensure that their difficulties are taken into account.

Bullying in the Boarding House

The School ensures that particular attention is given to prevent bullying in the Boarding House, as boarding pupils who are being bullied cannot escape their bullies for extended periods of time, as they do not return home regularly in the same way as day pupils. One of the aims of Way House is to create:

‘A supportive atmosphere of cooperation, tolerance, kindness and trust in which teasing, harassment and bullying are not tolerated.’

Way House student expectations are based on a relational behaviour approach that focuses on building positive relationships, mutual respect, and understanding. Each student’s individual needs and background are considered and steps are taken to further develop students’ sense of responsibility and empathy towards others. The expectations relating to ‘Respect’ and ‘Inclusivity’ are particularly relevant to building a community where bullying is not tolerated. Further details of the approach are included in the Boarding Staff Handbook.

Bullying incidents in the Boarding House will be dealt with on an individual basis by House Parents, Head of Boarding and, where necessary, the Head of Sixth Form and Deputy Head, Pastoral in line with this policy.

Why it is Important to Respond to Bullying

The School works hard to create an ethos which discourages bullying from happening. We respond to low level concerns about the use of offensive language, teasing and banter as these can have a significant impact on a target and if left unchallenged or dismissed and can also lead to reluctance to report more serious behaviour. Bullying hurts! Everybody has the right to be treated with respect and no one deserves to be a victim of bullying. Students who are displaying bullying behaviour need to be helped to learn different ways of behaving. The school will respond promptly and effectively to issues of bullying and to try and identify where there are patterns of bullying to aid future prevention and response.

Although bullying in itself is not a specific criminal offence in the UK, in line with all schools, we have a responsibility to report bullying to:

- the local authority children's social care team (and if appropriate the police) if the incident constitutes a child protection concern – this would be where there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm"

- the police if the incident could be a criminal offence or pose a serious threat to a member of the public (whether it occurred on or off the school premises). For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Signs and Symptoms

A student may indicate by signs or behaviour that they are 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 school / public bus
- begs to be driven to school, refuses to get out of the car
- 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 clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- 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 a cyber message is received

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

Procedures for responding to and dealing with allegations of bullying

School

Allegations of bullying may be reported to the School by the target of the bullying, other students members of staff, parents, members of the public or anonymously e.g. through the School's Whisper anonymous reporting system. Whenever an allegation of bullying is made, the School will need to take the appropriate steps in line with this policy to investigate and respond appropriately.

Step 1: Responding to a disclosure of alleged bullying

An allegation of bullying might be made to any member of staff. The School recognises that the way in which it initially responds to an allegation is very important. Staff to whom a bullying disclosure is made should be guided by the '6Rs' response to all disclosures which is part of their safeguarding training:

RECOGNISE	Listen actively and non-judgmentally
REACH OUT	Ask open questions. Check whether everyone involved is safe, both physically and from a wellbeing perspective, and what support they might need.
RELATE	Empathise, reflect back what is being said, clarify, but do not investigate. Do not promise confidentiality – explain that all allegations of bullying need to be reported to a DSL.
REASSURE	Let the person reporting know you believe them and they have done the right thing in reporting. Let them know that bullying is never the target's fault and that their allegation of bullying is a serious one which will be thoroughly investigated.
RECORD	What you are told – quote specific phrases. Note the context, time and date on your record. Avoid judgements and opinions. If appropriate and possible, ask the person reporting to write down the account they have told you or ask them to sign the account you have made.
REPORT	Enter the allegation on MyConcern or on a Green Form and speak to a DSL about the allegation as soon as possible. Reporting a bullying allegation must be prioritised so that any steps deemed necessary to keep the target safe can be taken. As with any disclosure, a member of staff can report their concerns directly to the Police or the Front Door.



Step 2: DSL Response

2A) Meet immediate need

- On receiving a report of alleged bullying, the initial response of the DSL should be to assess and respond to the immediate physical and emotional needs of the alleged target and any upstanders and bystanders.
- In order to best meet the immediate needs of targets, upstanders and bystanders, talking to them will usually be necessary. However, the DSL should consider whether this is in the best interests of all at this stage. Any conversations will need to be conducted as discreetly as possible given students' likely fears that staff involvement may lead to retribution from the alleged perpetrators.
- With the initial information available, the DSL should act to mitigate immediate perceived risks to the target, upstanders and bystanders. Limiting the opportunities for further unkind behaviour incidents to happen whilst the investigation gets underway will form part of the assessment of risk, alongside considering any known mental health concerns e.g. self-harm or suicide ideation.
- It would be usual (except where doing so would enhance risk) for the parents of students who are perceived to be at risk of harm to be immediately informed and made aware of the allegation of bullying. This is in order that appropriate support can

be given at home to keep them safe. It is best practice that the student knows that this communication is taking place.

- Relevant staff may be alerted to the allegation so that they can be extra-vigilant in monitoring wellbeing and social interactions.

2B Share information

- If the bullying allegation is of a sexual or discriminatory nature (i.e. involving any of the protected characteristics), the Deputy Head (Pastoral) needs to be informed immediately and the Head will be updated regularly on progress with the investigation.
- The Deputy Head (Pastoral) should be made aware of all allegations of bullying in a timely manner and will advise on and oversee the response from the relevant pastoral leads (e.g. Head of Key Stage, Head of Year)

2C Investigate

- Interviews will usually be conducted with all students involved, including the target, alleged perpetrators and bystanding/upstanding witnesses. Two members of staff will usually be involved in each interview to assist with making accurate records of information shared.
- Students may be asked to provide a signed written statement of their recollection of incidents or they may be asked to sign the notes made on their behalf by a member of staff.
- Efforts will be made to limit the number of times the target has to recall events although it will sometimes be necessary to speak to the student again to clarify points. The target will be encouraged to share their feelings and to say what they would like to happen in response to the allegation. Where possible, their thoughts and feelings will be taken into account in moving forward.
- Where unavoidable, interviews take place during lesson time and students may be required to sit and await their interview so uncollaborated accounts of incidents can be gathered.
- Students will be asked not to talk to other students about the investigation and any breach of this may be a serious issue in itself. All parties involved, including perpetrators, are encouraged to seek pastoral support through the usual routes at school and/or talk to parents if they feel the need for additional support as a result of the investigation.
- The investigation and subsequent monitoring of data is used to determine any patterns or trends which may require further action.
- The School is not obliged to inform a parent about interviewing their child.
- CCTV and accounts from members of staff, parents and other adults may be used as part of an investigation.
- Where students from another school are involved in the incident being investigated, cross-school communication may take place.
- The DSL leading the investigation will discuss their findings with the Deputy Head (Pastoral) who will keep the Head informed where evidence of bullying behaviour has been found.

- If the bullying behaviour is of a possible criminal nature, or there may be a significant risk of harm to someone, advice will be sought from the Front Door and a referral may be made to Children's Services and/or the Police. The School will follow any guidance given and the procedures set out in the Safeguarding and Child Protection Policy.

2D Take action

- Care is taken to condemn the bullying behaviour rather than the person and to empower them to change their behaviour going forward. Perpetrators are helped to understand why their behaviour was inappropriate and caused distress. Attempts will be made to understand why the perpetrator used bullying behaviour and pastoral support is made available, as required. Communication will take place with parents who may be asked to attend a meeting. Their support of the School's response will be sought and any concerns they have may be discussed.
- Sanctions and/or restorative actions may be applied, in line with the Behaviour Policy, to help perpetrators reflect on and change their unwanted behaviour. The School may exclude a pupil, either temporarily or permanently, in cases of serious or persistent bullying, or in the event that the support put in place for the perpetrator(s) does not result in the modification of behaviour to an acceptable level.
- A risk assessment may be drawn up and there may be mitigation clauses which perpetrators will need to adhere to e.g. exclusion from some parts of the school for a period of time. The target may be invited to draw up a safety plan which may inform the risk assessment. Support will continue to be offered to the target e.g. through regular check-ins with a trusted adult in school, counselling etc.
- Staff will, where appropriate, work towards holding restorative meetings with targets and perpetrators.
- Where the investigation suggests that relational conflict rather than bullying behaviour has taken place, support will be given to all parties to move forward positively. Sanctions and restorative action may be an appropriate response.

2E Reflect

- Staff should reflect on the responses made to bullying incidents and the lessons learnt, in order to identify any underlying issues in the School and to inform future responses. Lessons learnt are regularly shared in safeguarding meetings.

Students

Students are made aware that bullying is a group activity and if they are present they can make a real difference by taking positive action as an upstander. They are advised to:

- question the bullying behaviour;
- say something funny to redirect the conversation;
- invite the person who is the target to go somewhere with them, away from the bullying behaviour;
- intervene as a group to show there are several people who don't agree with the behaviour;
- help the target of the bullying to tell an adult;
- reach out privately to check in with the target to let them know that they do not agree with the bullying and that they care.

Students who become the target of bullying behaviour are given the following advice:

- tell someone you trust such as a teacher, family member or friend;
- keep a record of what is happening;
- surround yourself with people who make you feel good;
- don't blame yourself – it's not your fault;
- be proud of who you are!

Students who are a target of bullying will:

- be offered an opportunity to discuss the experience with a member of staff of their choice;
- be reassured that they are not to blame and have done the right thing in coming forward;
- be reassured that the issue will be treated seriously and addressed sensitively and that they will be kept informed of progress;
- be offered ongoing support in restoring self-esteem and confidence including specialist wellbeing support if appropriate.

Students who have displayed bullying behaviour will:

- discuss what happened with a member of staff
- discuss why they became involved
- be helped to understand the wrongdoing and the need to change
- given ongoing support, including specialist wellbeing support if appropriate, to deal with any underlying issues and to prevent any re-occurrence of the bullying behaviour

Preventative Measures

The school employs a number of strategies to prevent bullying and to equip students to deal with incidents when it does occur:

- A positive school ethos is created by celebrating success in school e.g. in assemblies, noticeboards etc.
- Equality and respect are given a high profile in school through the assemblies and house programme, in particular through vertical house families.
- The school's policy is discussed with Year 7 in the first few weeks of term by senior pastoral staff and reminders are given as students move up the school.
- Information about bullying and advice about what to do if bullying happens is given in the student planner and this advice is discussed in pastoral time.
- Form Tutors make students aware of and talk through the detailed "Need Help or Advice" notice found in each form room (and the simpler version included in the planner).
- PSHEE sessions highlight the issues in the context of good behaviour and suggest appropriate ways of dealing with negative and unkind behaviour.
- Form tutorial time is given over to discussing bullying issues as well as it being part of the PSHEE curriculum.
- Assemblies are used to ensure that the school policy is reinforced at regular intervals
- Antibullying week is marked annually through a range of different activities.
- Wellbeing Ambassadors, a support group of students from all year groups, are trained by the Diana Award and receive general antibullying training, cyber bullying training and anti- HBT (homophobic, biphobic and transphobic) training. They give on-on-one support to students in need and play an active role in educating others about bullying.

- Anti-bullying issues are raised in subject areas through the curriculum including Drama, History, English etc. as well as in CS where a specific internet usage and cyberbullying course is completed
- Students know they will be listened to and can raise awareness of issues through student bodies such as the Foundation Equalities Working Party, Hobbs Society and School Council
- Supervision of all areas at break and lunchtime by staff is a priority and there are quiet supervised areas (Oasis, Library and Quiet Zone) where students can go.
- External agencies provide talks through the PSHEE curriculum and through student societies.

Staff

Staff can also be the target of bullying and if they are unable to find an informal solution, they are encouraged to discuss the issue, preferably with the Head Master or otherwise their manager or a member of staff of their choice. The procedures for raising a concern about the behaviour of another member of staff can be used (see Safeguarding and Child Protection Policy). Issues will be investigated and taken seriously and ongoing support, including from specialist agencies, will be offered. More information is available from <https://www.gov.uk/workplace-bullying-and-harassment>.

Involvement of Parents

Parents should know that the school will not tolerate bullying and takes a positive approach to educating students to combat it. Parents of students who are targets of bullying behaviour and parents of those displaying bullying behaviour will be involved in the solution to the problem in consultation with pastoral staff and the Head Master may also be involved. Parents will be informed of the policy and procedures and the possibility of permanent exclusion (i.e. expulsion) following gross acts of bullying.

Monitoring, evaluation and review

All instances of alleged bullying are recorded electronically with actions and outcomes. The bullying log allows patterns of bullying to be monitored so preventative action can be taken and to allow evaluation of current procedures.

The Antibullying Policy is reviewed annually to assess its implementation and effectiveness. This allows the school to update its approach and take into account developments, such as in technology.

The views of students, parents and staff are welcomed and considered as part of the annual review process.

The policy is promoted and implemented throughout the School. Staff receive training outlining their responsibilities regarding bullying, how to resolve problems and where to seek support. Where appropriate the school invests in specialised skills to train staff and draws upon the experience and expertise of antibullying organisations such as the Diana Award.

Responsibilities

The Head, in consultation with the Foundation Principal, will:

- ensure that all staff are trained and have an opportunity of discussing strategies and reviewing them
- determine the strategies and procedures
- discuss the development of the strategies with the SLT
- ensure that procedures are brought to the attention of staff, parents and students
- report annually to the Governors

The Deputy Head (Pastoral) will:

- be responsible for the day to day management of the policy and systems
- ensure that positive strategies and procedures are in place to help both the targets of bullying and those using bullying behaviour
- keep the Head informed of incidents and patterns emerging from analysis of the bullying log
- arrange relevant staff training
- determine how best to involve parents in the solution of individual problems
- support and advise all staff in dealing with bullying incidents

Heads of Key Stage, Heads of Year and the Head of Wat House will:

- be responsible for ensuring that the School's positive strategies are put into practice
- know the School procedures and deal with incidents that are reported

Form Teachers will:

- be responsible for liaising with Heads of Year/Key Stage over all incidents involving students in their form
- be involved in any agreed strategy to achieve a solution
- take part in promoting the antibullying policy through the PHSEE and pastoral programmes

All staff will:

- know the policy and procedures
- be observant and ask students what is happening to them
- deal with incidents according to the policy
- never let incidents go unreported, whether on or off site
- participate in promoting the policy

Governors

The "nominated Child Protection Governor" will liaise with the Chairman of Governors, the Head and the Deputy Head (Pastoral) over all antibullying strategies and individual cases where appropriate. The Governors will discuss, review and endorse agreed strategies on the initiative of the nominated Governor and will discuss the Head's annual report on the working of the policy.

Complaints

If a parent is not satisfied that an issue of bullying has been addressed appropriately, they should speak with the Deputy Head (Pastoral) in the first instance and then, if still unhappy, refer to the School's Complaints Procedure available on the website.

Students can talk to one of our two independent persons:

Jemma 07480885886 jemzimm@gmail.com

Pirasha 07983420473 pirasha25@outlook.com

who can advocate for them or they can write to their Head of Key Stage, Head of Year, Mrs Watson, Dr Burley, Dr Seal, Mrs Didlick or Miss Whittington, explaining the problem.

Linked Policies

The Antibullying Policy should be read in conjunction with the Behaviour Policy and the Child Protection and Safeguarding Policy.

Further Sources of Help and Advice:

In school

At school, students can talk to:

Student Wellbeing Ambassadors and Prefects
Form Tutor
Head of Year
Head of Key Stage
School Nurse
Mental Health Lead
LGBT+ Support
Wellbeing Mentor
School Counsellor
Deputy Head Pastoral
Senior Deputy Head
Any member of staff of their choice
Our Independent People/Listeners

They can also use the Whisper anonymous report tool and be offered anonymous online support from wellbeing staff members

External helplines:

Childline: 0800 1111 (7.30 am -3.30 am)

Samaritans: 116 123 (24 hours)

NSPCC: 0800 136 663 (Sexual harassment and abuse at school)

Text 'SHOUT' to 85258 (24 hours)

National bullying helpline: 0300 3230169 Monday to Friday 9-5pm

Websites:

- **The Diana Award:** Living legacy to Princess **Diana's** belief that young people have the power to change the world for the better. Involves a number of different projects aimed at reducing bullying in schools. One of the main projects is the Anti-Bullying Ambassadors programme which has trained over 24,000 young people across the UK to lead on anti-bullying campaigns in their schools. King's was selected as a showcase school for its anti-bullying work in 2019. Website has plenty of advice on bullying for parents and young people. <https://www.antibullyingpro.com/support>
- **Bullying UK:** part of the 'Family Lives' charity. Comprehensive advice for parents and students including coverage of SEND, racist bullying and cyberbullying. <https://www.bullying.co.uk/>
- **Childline:** specific information for young people about different types of bullying including cyberbullying and racist bullying <https://www.childline.org.uk/info-advice/bullying-abuse-safety/>
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. Parents' Helpline (Mon-Fri, 10-4) 0845 1 205 204 or www.kidscape.org.uk

- **Just Like Us:** a charity to support young people belonging to the LGBT+ community. Runs a diversity week for schools. <https://www.justlikeus.org/>
- **Changing Faces:** a wealth of online support for issues (including bullying) relating to physical difference or disfigurement <https://www.changingfaces.org.uk/> 0300 012 0275
- **National Autistic Society:** specific guidance for parents about bullying and autism <https://www.autism.org.uk/advice-and-guidance/topics/bullying/bullying/parents>