

Kings Road CPS



Anti Bullying Policy

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Excellence, in every area without compromise

Date adopted: October 2026

Review date: October 2027

Approved by: [D Morgan (Headteacher)]

Purpose

- To ensure that all pupils, staff, parents and members of the school community understand what bullying is, how it will be prevented, and how incidents will be responded to.
- To provide a safe, caring and respectful learning environment that reflects the school's vision and values (honesty, curiosity, positive attitude, equality, happiness and respect; TeamKR values).
- To ensure compliance with current UK legislation and guidance (including the Education Act 1996, Children Act 1989 & 2004, the Equality Act 2010, Keeping Children Safe in Education, DfE guidance "Preventing and Tackling Bullying" and related guidance on cyberbullying and online safety).
- To set out clear roles, responsibilities, procedures, and review mechanisms for preventing and responding to bullying.

Definition of bullying

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms:
 - Physical (hitting, kicking, taking belongings)
 - Verbal (name-calling, threats, racist/sexist/homophobic language)
 - Relational/indirect (social exclusion, spreading rumours)
 - Cyberbullying (via social media, messaging, images, video)
 - Prejudiced-based bullying (protected characteristics under the Equality Act 2010: race, religion, sex, gender reassignment, disability, sexual orientation, pregnancy/maternity, marriage/civil partnership, age as relevant)
- Bullying is different from single incidents, friendship difficulties or conflict — but the school will respond appropriately to all negative behaviours.

Scope

- This policy applies to all pupils, staff (including volunteers, contractors, peripatetic staff), governors, parents/carers and visitors.
- Covers behaviour:
 - On school premises during the school day
 - On school transport or during school visits and activities
 - In school time outside the school site (e.g., educational visits, sporting fixtures)

- Online or via electronic devices where the behaviour impacts pupils or staff at school

Principles

- Everyone has the right to feel safe and respected. Bullying will not be tolerated.
- Prevention and early intervention are priorities: high-quality relationships, curriculum teaching, and pastoral care will reduce incidence.
- Responses to bullying will be proportionate, timely and consistent.
- The needs of victims and the education and rehabilitation of perpetrators must both be considered.
- Equality and inclusion underpin our approach: particular attention will be paid to pupils with SEND, those new to English, and other vulnerable groups.
- Confidentiality will be respected, but safeguarding concerns will always be escalated following safeguarding procedures.
- Pupils will be involved in developing anti-bullying work and pupil voice will shape practice.

Roles and responsibilities

- **Governing body**
 - Ensure the school has an effective, well-publicised anti-bullying policy.
 - Monitor policy implementation and impact through reports from senior leaders.
 - Ensure compliance with statutory requirements and review policy at least annually.
- **Headteacher / Senior Leadership Team (SLT)**
 - Provide visible leadership on culture, behaviour and inclusion.
 - Ensure staff receive training on recognising and responding to bullying and prejudiced-based incidents.
 - Ensure systems are in place for reporting, recording, investigating and responding to bullying.
 - Monitor patterns (who, where, when, what) and use data to inform prevention.
 - Provide support for pupils affected and put in place proportionate sanctions/support for perpetrators.
- **Designated Safeguarding Lead(s) (DSL)**
 - Ensure any safeguarding concerns linked to bullying are acted on immediately.
 - Liaise with external agencies where appropriate (MASH, police, online service providers).
 - Keep records in line with safeguarding procedures.
- **Staff (teachers, teaching assistants, support staff)**
 - Promote positive relationships and respond promptly to reports or observations of bullying.
 - Use classroom routines to teach and model respectful behaviour.

- Record and report incidents according to school procedures.
- Support pupils involved (victims and perpetrators) and follow up to ensure resolution.
- **Pupils**
 - Follow school expectations for behaviour and report bullying when they see or experience it.
 - Support peers who are being bullied and participate in anti-bullying activities and pupil voice.
- **Parents / carers**
 - Encourage children to be respectful and to report concerns.
 - Work constructively with school staff when incidents arise and support school actions and sanctions where appropriate.
 - Report concerns to the school promptly and provide information to support investigations.

Prevention strategies (whole-school and curriculum)

- **Culture and ethos**
 - Embed school values (honesty, respect, equality, positive attitude, happiness, curiosity) and TeamKR values across all activity.
 - Promote kindness and empathy through assemblies, praise, rewards, and celebration of positive behaviour.
 - Ensure visible staff presence at key times and areas (playground, corridors, entrances/exits).
- **Curriculum and teaching**
 - Deliver planned teaching about bullying, relationships, online safety and respect through PSHE, RSE, computing, assemblies and subject links.
 - Use restorative approaches, explicit teaching of social/emotional skills and opportunities for role-play (e.g., mantle of the expert style activities) to build empathy and conflict resolution.
 - Differentiate approaches for pupils new to English and those with SEND — ensure resources accessible and messages clear.
- **Targeted work**
 - Provide small-group or 1:1 interventions for pupils at risk (social skills groups, nurture provision, counselling).
 - Use peer support (buddy systems, Playground Pals) and pupil leadership to promote inclusion.
- **Online safety**
 - Teach safe, responsible use of technology; include guidance on reporting online abuse and managing digital footprints.
 - Work with parents to support safe use of social media and devices outside school hours.
- **Staff training and development**
 - Regular training on identification, recording, behaviour management, restorative practice, prejudiced-based incidents and SEND-related vulnerabilities.

- **Physical environment**
 - Risk-assess hotspots and improve supervision, signage, safe spaces (e.g., the Hub) and discreet reporting routes.
- **Communications**
 - Publish clear anti-bullying statements on the website, in pupil/parent handbooks and in classrooms.
 - Offer accessible reporting routes (face-to-face, email, worry boxes, online forms).

Reporting, recording and investigation procedure

- **Immediate action**
 - Ensure the victim is safe and provide support.
 - If there is an immediate safeguarding concern (risk of harm), follow safeguarding procedures and inform the DSL.
- **Reporting routes**
 - Pupils: report to any trusted adult, use Hub, peer mentors, worry box or class worry time.
 - Staff: report using the school's internal incident/reporting system (electronic or paper) to the designated staff member (e.g., year leader / pastoral lead / DSL).
 - Parents: contact class teacher/pastoral team/SLT by phone, email or appointment.
- **Recording**
 - All bullying incidents must be logged on the school's behaviour/incident recording system (CPOMS) with details: date/time/location, people involved, description, witnesses, actions taken, outcomes and follow-up.
 - Record prejudiced-based incidents specifically, with reference to protected characteristics.
- **Investigation**
 - Investigations should be timely, impartial and proportionate.
 - Gather accounts from those involved and witnesses; consider age, language needs and SEND.
 - Use restorative conversations where appropriate to repair harm and enable learning.
 - Keep parents informed (both victim's and perpetrator's families) in line with confidentiality/safeguarding guidance.
- **Sanctions and support**
 - Apply graduated, consistent sanctions in line with the behaviour policy (warnings, restorative tasks, loss of privileges, internal exclusion, fixed-term exclusions as necessary).
 - Use supportive measures for perpetrators (restorative work, mentoring, behaviour plans, SEND assessment where needed).
 - Provide ongoing support for victims (counselling, buddying, risk reduction).

- Consider referrals/external support (CAMHS, local behaviour support, police) where appropriate.
- **Aftercare and monitoring**
 - Follow up with all parties to ensure the bullying has stopped and to address wider wellbeing or learning needs.
 - Regularly review records to identify patterns or hotspots and plan interventions.

Preventing and responding to cyberbullying

- Cyberbullying will be dealt with under this policy whether it occurs in or out of school if it impacts the school community.
- Teach pupils how to:
 - Protect personal information and privacy settings
 - Report and block abusive contacts
 - Preserve evidence (screenshots, saved messages) for reporting
- Work with social media providers and police where necessary.
- Where cyberbullying occurs off-site, leaders will assess whether the behaviour:
 - Poses a threat or risk to staff/pupils
 - Has repercussions for the orderly running of the school
 - Could be criminal; refer to police as necessary

Recording and monitoring

- Maintain a centralised log of bullying and prejudiced-based incidents.
- SLT to produce termly reports with anonymous data for governors showing:
 - Number and nature of incidents (by type, year group, location)
 - Patterns involving protected characteristics, repeat victims/perpetrators, hotspots
 - Outcomes and impact of interventions
- Use data to evaluate effectiveness of prevention and to inform training and curriculum planning.

Support for pupils and families

- **Victims:**
 - Immediate safeguarding and pastoral support
 - Ongoing monitoring and access to therapeutic services if needed
 - Strategies for rebuilding confidence and reintegrating into school life
- **Perpetrators:**
 - Fair consequence and behaviour education
 - Access to targeted interventions (social skills, mentoring)
 - Assessment for additional needs and differentiated support
- **Families:**
 - Clear communication about actions taken and expected outcomes

- Guidance on supporting children at home around behaviour and online safety
- Signposting to external agencies if required

Restorative approaches and reconciliation

- Use restorative conversations, mediation and structured reflection to:
 - Help pupils understand the impact of their behaviour
 - Repair harm and rebuild relationships where appropriate
- Restorative outcomes do not replace sanctions where serious harm or criminal behaviour has occurred.

Safeguarding considerations

- Bullying that raises safeguarding concerns (abuse, exploitation, persistent harm) will be referred to the DSL immediately.
- The DSL will consider thresholds for multi-agency referrals (e.g., MASH, social care) and for criminal investigation (police).
- Confidentiality: information will be shared on a need-to-know basis. Parents will be informed unless doing so would place the child at risk.

Equality and inclusion

- Consider intersectionality: pupils with SEND, EAL, minority ethnic groups, LGBTQ+ pupils and pupil premium groups may be vulnerable.
- Ensure reasonable adjustments, translation/interpretation, visual resources and tailored interventions so pupils new to English and those with communication needs can report and understand processes.
- Use monitoring to ensure no group is disproportionately affected and plan targeted prevention.

Training and staff development

- Regular staff training on:
 - Identification, recording and response to bullying and prejudiced incidents
 - How SEND, language needs and cultural context can affect bullying dynamics
 - Online safety and managing cyber incidents
 - Restorative practice basics and trauma-informed responses

Communication and community engagement

- Publicise the policy to parents and pupils via the website, newsletters, welcome packs and assemblies.
- Run awareness events, parent briefings and pupil workshops.
- Work with local community organisations and the LA to promote anti-bullying messages.

Sanctions and exclusions

- Sanctions will be proportionate, fair and in line with the Behaviour Policy.
- In serious or persistent cases, permanent exclusion may be considered in line with statutory guidance.
- Keep detailed records to support any necessary formal actions and appeals processes.

Review and evaluation

- The anti-bullying policy will be reviewed at least annually by SLT and governors.
- Review will consider:
 - Incident data and trends
 - Effectiveness of interventions and outcomes
 - Feedback from pupils, staff and parents (surveys, pupil voice)
 - Changes in legislation or guidance

Links to other policies and external guidance

- [Behaviour Policy](#)
- [Safeguarding & Child Protection Policy \(Including KCSIE\)](#)
- Online Safety / E-safety Policy
- SEND Policy and Inclusion Policy
- Equality & Diversity Policy
- School Trips and Off-site Visits Policy
- [Staff Code of Conduct](#)
- Physical Intervention/Restraint Policy (if required)
- [DfE guidance: Preventing and Tackling Bullying](#);
- [Cyberbullying: Advice for Headteachers and School Staff](#)
- [Advice for Parents on Cyber Bullying](#)
- Local authority guidance and safeguarding partnerships

Appendix A — Procedures checklist for investigating a bullying incident

- Ensure immediate safety of pupil(s)
- Record initial report in incident log
- Inform DSL if safeguarding concerns exist
- Meet separately with alleged victim(s) to gather account and offer support
- Meet with alleged perpetrator(s) and witnesses (use adult to support translation/SEND adjustments)
- Collect any physical or digital evidence
- Decide and apply appropriate sanction/intervention
- Hold restorative meeting if appropriate and safe
- Inform parents/carers of parties involved
- Arrange follow-up checks and record closure
- Close incident only when clear on outcomes and ongoing monitoring plan

Appendix B — Useful contacts and resources

- Local Authority Safeguarding Partnership: [insert contact details]
- Local Police Safer Schools Team: [insert contact details]
- CEOP (Child Exploitation and Online Protection): <https://www.ceop.police.uk>
- Anti-bullying Alliance: <https://anti-bullyingalliance.org.uk>
- NSPCC: <https://www.nspcc.org.uk>