

TKS Anti-Bullying Policy



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1. Introduction

The school seeks to promote an anti-bullying culture where no bullying is tolerated and all pupils feel valued and accepted as unique individuals in the family of the School Community. Intrinsic to our values is a belief that every individual is unique and of inherent value, made in the image of God. Our behaviour towards one another should reflect these values.

This policy is based on DfE guidance [Preventing and tackling bullying \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) and statutory guidance [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

This policy links with a number of other TKS policies and practices, particularly:

- TKS Behaviour, Discipline and Exclusion Policy
- TKS Complaints Policy
- TKS E-Safety Policy
- TKS Mental Health and Wellbeing Policy
- TKS Relationships and Sex Education Policy
- TKS Safeguarding and Child Protection Policy
- TKS PSHE Curriculum

Links to legislation:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Education (Independent School Standards) Regulations 2015

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2. Bullying Defined

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual *or group* as per [Bullying in UK Schools - House of Commons Library \(parliament.uk\)](https://www.parliament.uk/parliamentary-libraries-and-information-centres/bullying-in-uk-schools-house-of-commons-library/) either physically or emotionally” (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as potentially being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development. Bullying becomes a safeguarding concern when there is ‘reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.’ (1989 Children’s Act)

3. Types of Bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics)
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation
 - Gender-based bullying

4. Our School Ethos

The King’s School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. It contravenes the fundamental Christian principle of showing love to one another. By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

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Our community:

- Teaches in lessons, tutor times and assemblies the inherent value of each member of our community, made in the image of God.
- Seeks to live out the school virtue of sacrificial love in our relationships with one another.
- Teaches healthy relationships in our PSHE curriculum.
- Equips pupils to identify and report cyber-bullying through our PSHE curriculum on e-safety and e-safety focus days.
- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND or protected characteristics. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and responding to bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.

5. Responding to Bullying

The following steps will be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. The incident should be recorded accurately by the staff member and entered onto MIS after approval from the Head of School.
- Further investigations will be carried out by the Head of School if necessary, who will decide consequences and further action to be taken.
- If it becomes a safeguarding concern, the incident will be recorded onto My Concern and reported to the DSL or Deputy DSL.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm.
- The Head of School will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.

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- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned. ([TKS Behaviour, Discipline and Exclusion Policy.pdf](#))
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off the school site or outside of normal school hours (including cyberbullying), the school will make every effort to fully investigate the situation. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school on MIS. This will include recording appropriate details regarding decisions and action taken.

Cyber-Bullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. ([Searching, screening and confiscation \(publishing.service.gov.uk\)](#))
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

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Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support coordinated by the tutor/class teacher.
- Offering an immediate opportunity to discuss the experience with their tutor/class teacher, the Head of School, the Designated Safeguarding Lead, the Wellbeing Coordinator or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence. If appropriate and agreed, restorative meetings between the perpetrator and the victim will be facilitated and overseen.
- Providing ongoing support; this may include: working and speaking with staff, offering appointments with the Wellbeing Coordinator, and engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through making a CAMHS referral.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police, Early Help support, or referrals to Children Social Work Service or CAMHS.

6. Preventing Bullying

The School Environment

The whole school community will:

- Create and support a loving and caring 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).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.

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- Openly discuss, in a Christian framework and through PSHE lessons, differences between people that could motivate bullying.
- Challenge practice and language (including 'banter') which does not uphold the school virtues of sacrificial love, Biblical wisdom and Spirit-led faith.
- 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.
- Celebrate success and achievements to promote and build a positive school ethos.
- Ensure anti-bullying has a high profile throughout the year, with special focus during anti-bullying week.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all staff are trained to identify all forms of bullying and to take appropriate action, following the school's policy and procedures.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc. If staff wish to report incidences of staff bullying pupils, they should follow the Safeguarding Policy and report to the Principal.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.