Cabot Learning Federation

Anti Bullying Policy

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History of most recent Policy changes

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9/3/2026	E.g. Whole Document	Full document Review	Move to CLF template

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1 Introduction

At Kingsmead, we have a clear anti-bullying policy that helps make our academy a friendly and caring place to be. We will NOT tolerate bullying of any description. No member of the academy community should ever feel threatened, intimidated, mocked or abused. Bullying is not an inevitable part of school life, and it rarely sorts itself out without intervention. Therefore, it is everyone's responsibility to do something to eradicate this issue and further develop the academy's ethos of mutual respect, fairness and equality and ensure we are living our values: 'Achieving through caring'. We acknowledge that bullying is problematic to both the perpetrator and the victim alike and we employ a range of support and management strategies to ensure that we operate in a pragmatic and non-oppressive way.

Throughout this policy we refer to the ANTI-BULLYING ALLIANCE

Definition of bullying:

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

As well as ensuring that this is not just a policy on paper but a document that works to support a culture of acceptance and kindness which runs through the academy between all staff, students, parents and carers, stakeholders and our wider community.

2 Principles

All students have an absolute right to be educated in a safe and secure environment knowing that they will be protected from possibility of being harmed, mocked or abused by other members of the school community. There is no justification whatsoever for bullying behaviour and it will not be tolerated at Kingsmead in any form. We actively embrace individuality and absolutely reject the idea that differences including race, gender, sexual orientation, disability, poverty, ability or appearance are ever reasons to be bullied. Bullying behaviour must be addressed in a positive and constructive way to provide opportunities for both the victim and the perpetrator, fostering growth and development of those involved.

Everyone at Kingsmead has a role to play in the development of the academy's ethos and we will call upon students, parents, carers, school staff and other professionals to share the responsibility for the strategies put in place.

3 Aims and Objectives of this policy

Our policy is to promote an ethos where all students, parents/carers and staff treat each other with respect. Our core values (Care, Aspiration, Respect and Determination) determine that we should care and respect for each other, and as such, all forms of bullying are unacceptable. We are committed to developing an anti-bullying culture whereby no bullying between adults or adults and young people will be tolerated.

We will:

- Discuss, monitor and review our anti-bullying policy and practice on a regular basis.
- Support all staff to promote positive relationships to prevent bullying.
- Tackle bullying behaviour appropriately and promptly.

- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively.

Students must feel safe to learn.

- Ensure that students abide by the conditions set out in the anti-bullying policy
- Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints.
- Ask that parents will in turn work with Kingsmead to uphold that anti-bullying policy.

4 Preventing Bullying

At Kingsmead we create an inclusive environment which promotes a culture of mutual respect for others which will be upheld by all members of our community. We:

- Consider all opportunities for addressing bullying in all forms throughout the curriculum, supported by assemblies, Personal Development Programme (PSHE).
- Regularly evaluate the climate at Kingsmead through systems involving staff, parents and student surveys.
- Work with outside agencies to identify all forms of prejudice-driven bullying and promote acceptance and equality.
- Challenge practice which does not uphold the values of acceptance, non-discrimination and respect towards others.
- Regularly update and change our approaches to consider developments in technology. This allows us to provide up to date advice and information to all members of the community regarding positive online behaviours.
- Train all staff to identify all forms of bullying and to follow school policy and procedures.
- Gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Provide staffed quiet spaces for vulnerable students to use during unstructured times.
- Use a variety of approaches to resolve issues between students, including restorative solutions.
- Work with other agencies to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive academy ethos.

5 Identifying Bullying

Bullying behaviour can be defined as an action, or number of repeated actions, causing harm to people or relationships. This behaviour can occur over a period of time and equally encompasses physical or non-physical actions; therefore, the harm could be physical, emotional or both.

Bullying can be outlined by four key characteristics:

- Repetitive and persistent
- Intentionally harmful
- Involving an imbalance of power
- Causing feelings of distress, fear, loneliness or lack of confidence

Bullying behaviour can be direct or indirect, simple or complex and can involve individuals or groups of people.

Direct bullying includes physical threats, verbal insults or taunts and/or directly contacting a person with obscene or insulting messages using, for example, social media.

Indirect bullying includes persistently ignoring a pupil so that they feel socially isolated, spreading malicious rumours, or insults, often via social network sites on the Internet, or writing offensive graffiti.

Cyber-bullying uses technology to harm a person, group of people or a relationship and can happen both inside and outside of school and at any time of the day or night.

Where there is bullying:

• There is normally a power imbalance so that the victim does not feel able to defend themselves.
• It is usually persistent but could be an isolated incident.
• It might relate to a protected characteristic such as age, disability, gender reassignment, marriage or civil partnerships, pregnancy, race, religion or sexual orientation.
• It might relate to a special educational need (SEND). In these examples, victims may not be aware that they are being bullied.
• There is normally an intention to cause harm, although there may be instances when there is a lack of awareness that the actions are harmful. All bullying issues, whatever their nature, will be treated with equal importance and the response will be based upon the guidelines in the policy.

Bullying in a group

Often, students will not be alone when they are conducting bullying behaviour – either in person or cyber-bullying can involve multiple people who take a role within the behaviour. It is important to understand these roles so that students can see how, although they may not be the instigator of the bullying behaviour, they are still encouraging and supporting it.

Roles:

Ringleader: this person initiates and then leads the bullying behaviour

Assistant: this person supports the ringleader to carry out the bullying behaviour

Reinforcer: although this person doesn't take part in the bullying they may laugh and encourage by their presence and are accountable for their part in the bullying.

Target: this is the person whom the bullying behaviour is aimed at.

Outsider: this person stands aside and does not want to get involved. They either don't see or ignore the bullying.

Defender: this person stands up for the target who is being bullied. They know that bullying is wrong and actively seek to stop the behaviour. This will amongst other supportive behaviours, take the form of reporting to a safe adult in school, using the Its Not OK @ Kingsmead form on the website or asking a parent/carer to report on their behalf



6 Forms of bullying covered by this Policy

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

- Bullying related to race, religion or culture or of an extremist nature.
- Bullying related to SEND.
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – 'cyberbullying'.

7 Signs and Symptoms of Bullying

A victim may indicate by signs or behaviour that he or she is being bullied. These may include:

- Reluctance to attend school.
- Truanting of specific lessons.
- Damage to clothing or possessions.
- Unexplained bruises or swellings.
- Deterioration of schoolwork/attainment.
- Being afraid to use the internet.
- Becoming jittery about receiving text messages.
- Unkempt uniform.
- Bullying towards siblings.
- Taking money without permission.

Symptoms may include:

- Loss of appetite.
- Headaches.

• Stomach aches.
• Stammering.
• Sudden changes in behaviour.
• Lack of confidence.
• Signs of depression.
• Nervous/edginess or difficulty in concentration.
• Lack of motivation to complete work.
These are examples but this list is not exhaustive.

8 Reporting Bullying

Pupils are encouraged to report all forms of bullying, whether carried out by another pupil or by an adult. The hope is that by reporting the problem in the first instance, this will become the first step in empowering the victim to overcome the bullying through the defined stages that will then be put into action. Whenever a pupil experiences bullying, it should be reported, whether by the victim, friends of the victim, bystanders or via parents, who would contact the school. Information can be reported to a member of staff, a tutor, a Head of Year or a member of Senior Management. All staff should first immediately secure the safety of the young person before following the school's procedures.

Teaching and non-teaching staff, who feel that they are being bullied in the workplace, either by a staff member or by a pupil, can report their concern to their line manager or the principal. If such managers are involved, staff may contact the Chair of the Academy Council.

9 Responding to Bullying

Kingsmead takes a serious approach to dealing with bullying: Creating a safe learning environment and anti-bullying culture.

The first stage is on-going and involves measures designed to encourage pupils to behave positively towards one another, thereby discouraging bullying.

These measures include:

• Supervision of students during unstructured times by means of a duty rota.
• Providing safe spaces for vulnerable students to go during break and lunch times.
• Encouraging students to talk about any concerns they have through Tutor Time.
• Speaking to members of the Safeguarding Team, Mentors or any other trusted adult in school.
• Assemblies.
• Personal Development (PSHE) curriculum.

If bullying occurs:

The Restorative Approach

This approach encourages the reporting of incidents by reducing the victims' anxieties about repercussions and educates the perpetrators, by increasing their understanding of the difficulties caused by bullying and encouraging perpetrators to take responsibility for their actions. It may be appropriate to monitor the situation in the first instance and work closely with parents and the victim to discuss if/ what action should be taken. It may be appropriate to hold a Restorative Justice meeting with all those involved. This might mean asking pupils, staff and parents to share their views

within a meeting with a facilitator who would ensure that all participants were able to say how they had been affected by the bullying behaviour and what needed to change. As a way forward, if thought appropriate and agreed upon, a contract could be written between the pupils. There would then be a series of meetings to ensure that the contract was working and that problems had not reemerged.

If those involved in bullying do not respond to the Restorative Approach

If those involved do not keep to the agreements made at Restorative Justice Meetings, or repeat bullying behaviour towards other individuals, the matter will be treated as defiance. The school would then use a range of sanctions, including loss of break time/lunchtimes, after school detentions, internal exclusion or in extreme cases, fixed term or permanent exclusion.

Based upon legislation in the Children Act (1989), in serious cases, it may also be appropriate to consider the bullying as a child protection concern if 'there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school must report their concerns to the Local Authority's safeguarding services and may draw on external professionals to support the victim or to tackle issues which have contributed to a child becoming a perpetrator of bullying. As a last resort, the school may report a bullying issue to the police; particularly if staff feel that the nature of the bullying contravenes the law, and other measures have been unsuccessful in preventing its recurrence. Full details can be found in Part 1 of Keeping Children Safe in Education.

The same safeguarding considerations should be applied to bullying incidents that occur outside of school hours or on the journey to and from school need to be addressed. The school has a key part to play in coordinating a supportive response and involving the relevant agencies to ensure the child is safe and the perpetrators appropriately sanctioned.

Bullying linked to extremist views:

If bullying is related to extremist views held by the perpetrator, or there is a concern that the perpetrator is at risk of radicalisation, the school will follow all the above procedures with the possibility of the following additional actions also being taken:

- Advice sought from the local Prevent Team
- A referral to Channel

Channel is a multi-agency programme designed to provide early intervention for children (and adults) most at risk of being drawn into terrorism. The panel is chaired by the Local Authority, but includes those within the criminal justice system, education, child and health care providers. It also includes the Channel Police Practitioner (CPP) who is the coordinator. The CPP is the initial point of contact, and their role is to assess whether or not the case shows a genuine vulnerability to extremism and whether it is appropriate for Channel.

The 3 key stages of Channel are:

1. to identify individuals at risk of being drawn into terrorism.
2. to assess the nature and extent of that risk.
3. to develop the most appropriate support plan for the individuals concerned.

Whose consent is needed for Channel?

Participation in Channel is voluntary and therefore requires the consent of a child's parent or guardian in advance of support measures being put in place. If a parent or guardian does not give consent, Children's Services can give consent on behalf of the child where it is apparent that some of the vulnerabilities present may be a result of the child's home environment. As part of the programme, information about a child will be shared between multi-agency partners, including the Police. Parents or guardians must give their consent beforehand, unless Children's Services give their consent in place of the parents. Referrals to Channel can come from anyone who has concerns about individuals who may be vulnerable to being drawn into terrorism. Referrals are most likely to come from youth offending teams, social services, health, the Police, and educational establishments such as schools.

10 Recording bullying and evaluating the policy

When bullying of a pupil has been reported, statements will be taken from all relevant parties and stored on file.

When it is believed that bullying has occurred, the member of staff will record this on CPOMS/Bromcom, indicating the type of bullying and the names of the victim(s) and perpetrator(s). In the first instance, incidents of poor behaviour that require action will be dealt with by Head of Years. Serious incidents that need immediate action will normally be dealt with by a member of the Senior Management Team. Information related to the incident will be recorded on CPOMS/Bromcom as well as other communication with pupils and parents such as a meeting or telephone call. The measures taken and sanctions imposed will be recorded and used to inform pastoral staff of trends, or to indicate which measures are most successful in ensuring that further bullying is prevented.

Equal Opportunities

In implementing this policy all members of staff must consider the Equality statement. Staff must ensure that no student involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, gender identity or sexual orientation, age, religion, or belief.

This anti-bullying policy will be reviewed and updated annually.

11 Parental Complaints

If a parent is not satisfied with the way a bullying issue has been addressed, the appropriate Head of Year should be contacted to discuss the matter. If the parent is still dissatisfied, then the appropriate member of the Senior Management Team should be involved. Further information may be found in the Complaints Policy if a Parent feels the matter is still unresolved.

12 Roles and Responsibilities

The Academy Council will regularly review the Policy which the principal must consider, in determining measures to promote good behaviour and discipline.

All members of the Kingsmead School community are encouraged to take responsibility for personal behaviour and actions and treat one another with Care and Respect.

The principal and senior staff have overall responsibility for the policy and its implementation. Cases will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying or the identity of the perpetrators.

All staff (teachers, support staff and volunteers) share responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied without regard to ethnic origin, cultural differences, gender, disability or sexuality issues. Mutual support amongst all staff is essential for creating a high quality and safe learning environment promoting good behaviour and implementing the agreed policy and procedures consistently. They will ensure that pupils are listened to and that their concerns are appropriately addressed.

Parents and Carers will be encouraged to work in partnership with Kingsmead in order that high standards of behaviour are maintained both in and out of school, and that pupils respect both similarities and differences between themselves and other members of the school and the wider community. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school's anti-bullying policy, the procedures arising from cases of bullying and the rationale behind them. All pupils have a collective responsibility to ensure that they are considerate towards one another and respectful of each other's differences.

Support organisations

• Kidscape https://www.kidscape.org.uk/ 020 7823 5430

• Bullying UK https://www.bullying.co.uk/ 0808 800 2222

• Anti-Bullying from The Diana Award https://www.antibullyingpro.com/

• NSPCC https://www.nspcc.org.uk/ 0808 800 5000

• The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau - Anti-Bullying Alliance

• Childnet. Helping make the internet safe for children - Childnet — Online safety for young people

Appendix One

Appendix as required.