



Anti-Bullying Policy

Policy area

Students

Statutory regulation

N/A

SLT Lead

Head (Stephen Campbell)

Last Updated

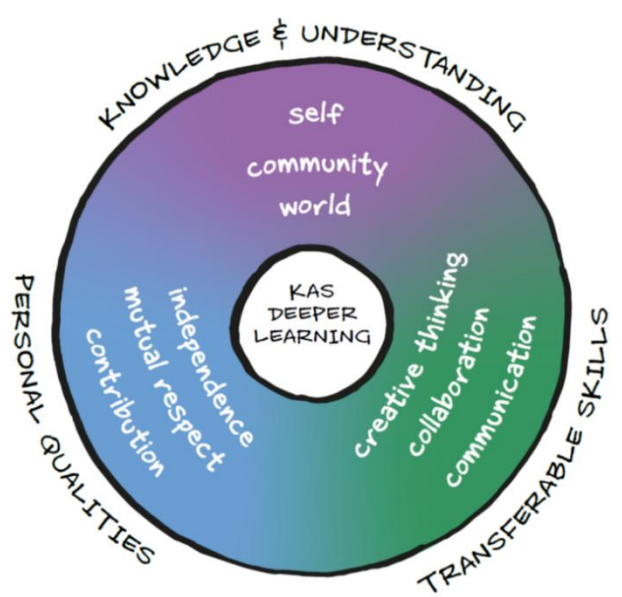
September 2026

Last Approved

Approved by Governance Committee September 2026

Next review

June 2027



The KAS Deeper Learning Wheel

All King Alfred policies relating to students are informed by our vision of a holistic education, represented by the graphic above. The Anti-Bullying Policy connects to each of the three sections:

In **Knowledge and Understanding**, we aim for all our students to develop a strong understanding of themselves as learners and successful members of the school community.

In **Personal Qualities**, we aim to support students to make wise and sensible decisions about their own behaviour (independence), to understand the importance of operating within school and community boundaries (mutual respect), and to appreciate their role in creating a safe and supportive environment (contribution).

In **Transferable Skills**, we aim to support students to develop as excellent communicators and collaborators; to recognise others' opinions and value their contribution; to communicate effectively and respectfully with others.

1. Introduction

Bullying behaviour contradicts our principles and is not tolerated at King Alfred School.

King Alfred School believes that everyone in the community has the right to learn and to teach in a supportive and caring environment without fear of being bullied. Bullying is defined as behaviour that deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy.

When bullying happens, our first priorities are to (1) end the bullying and (2) support the person or people who has been impacted by this. Our next and subsequent priority is to put in place support for the person or people who have engaged in bullying behaviour so that the deeper reasons driving this can be addressed.

For more information on general behaviour expectations please see the Behaviour Policy.

2. Scope of Policy

This policy is relevant to all members of the school community – pupils, staff and parents/carers.

It applies during the school day, and during any school-related activities outside of normal school hours (e.g. after-school clubs, trips, events).

It also applies outside the school premises, such as during trips, on public transport and in nearby communal areas.

Bullying between adults and children, and adults and adults, are dealt with under other policies, primarily the Disciplinary Policy.

For more information on bullying between staff and students, or between staff, please see the Staff Guidelines and Disciplinary Policy.

3. Definitions - what is bullying?

Bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated. Incidents of bullying will be dealt with swiftly and parents will be informed. The DfE guidance defines bullying as “behaviour that is repeated, intended to hurt someone either physically or emotionally, and often involves an imbalance of power.” However serious incidents do not need to be repeated to be treated as a bullying incident or to trigger safeguarding action.

Bullying, or child on child abuse, can take many forms. For clarity, our school groups bullying into four key categories:

Verbal

Examples include (but are not limited to): Name-calling, mocking, or insulting someone's appearance, background, or abilities, threatening someone verbally, making repeated, unkind jokes at someone's expense, pressuring someone with unwanted comments, rumours, or intimidating language.

Physical

Examples include (but are not limited to): Hitting, kicking, pushing or tripping Grabbing, slapping, or spitting, Damaging or stealing someone's belongings, blocking someone's way, intentionally invading personal space to intimidate.

Relational/Social (Gossiping)

Examples include (but are not limited to): Spreading rumours, gossip, or untrue stories, deliberately excluding someone from activities or friendship groups, encouraging others to ignore, isolate, or reject someone, public humiliation or deliberately embarrassing someone, manipulating friendships, “silent treatment,” or pressuring others to turn against a peer.

Cyber Bullying

Examples include (but are not limited to): Sending threatening or abusive messages, emails, or comments, creating or sharing embarrassing photos, videos, or posts about someone, sharing pornography, impersonating someone online to cause harm, excluding others from online groups or chats, online pile-ons repeated negative comments or harassment via social media, gaming platforms, or messaging apps.

AI-generated and deepfake abuse

Examples include Ai-generated nudes / semi-nudes, deepfakes and deep nudes within harmful image-sharing behaviours, manipulated images in general.

The school practises preventative strategies to reduce the chances of bullying. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in an appropriate sanction.

Identity based Bullying

Identity based bullying is bullying that is directed at an individual because of who they are or how they are perceived. This includes, but is not limited to, bullying linked to protected characteristics and other vulnerabilities. For example: race, ethnicity, religion or belief, gender including misogynistic / misandrist abuse, gender identity, sexual orientation including biphobic, transphobic and homophobic abuse, disability, special educational needs, appearance, family background. Identity based bullying can be verbal, physical, relational/social, or online, and may involve prejudice-based language, stereotypes, exclusion, or targeting linked to an individual's identity. Such behaviour is taken seriously and addressed in line with the school's behaviour and anti-bullying procedures.

Serious threat of violence / use of weapons

Expressing intent to use a weapon or concerns that a weapon is being carried in order to threaten others. Such behaviour should be referred to the DSL immediately and a risk assessment produced.

Please see the schools Child on Child Abuse Policy for more information.

4. EDUCATION

King Alfred School adopts a range of strategies and systems to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- using Callovers, Crew, Form Hour, Circle Time and PSHE lessons to educate children about bullying.
- the consistent promotion of the school's behaviour expectations which involves all pupils respecting the rights of others (Mutual Respect document)
- involvement of pupils and students in preventing and addressing bullying e.g. through consultation with the relevant Pupil Councils
- the promotion of appropriate behaviour through our 'Kind Aware Safe' initiative in Lower School and other initiatives such as Anti-Bullying Week and E-Safety Week
- training for staff on anti-bullying policy and strategy
- the supervision by school staff of play areas at lunch times and breaks
- Upper School mentors for younger students and Lower School buddies (KPLs)
- providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied
- a mobile-phone free environment for students (with some exceptions only for Sixth form in some areas and those with specific medical needs)
- the celebration of cultural diversity through Form Times, Awareness days and in Callovers
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phone-free environment, email, internet)

- screening all websites accessed in school, or on school devices used at home Software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the headteacher. Action will be taken and recorded
- challenging sexual content within verbal abuse especially challenging the word 'gay' and other homophobic or transphobic language

5. RESPONSIBILITIES

Students

If a student is being bullied, they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents even if something has happened out of school, e.g. cyberbullying.

Students can:

- Report to a teacher – such as a class teacher or Head/Deputy Head in LS, form tutor, Head of Year, Assistant Head Personal development and well-being or any other teacher in US or Designated Safeguarding Lead
- Report to a peer mentor/buddy /KPL
- Report bullying by emailing reportanincident@kingalfred.org.uk
- Using the online anonymous school bullying reporting via the post-box system and Canvas

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying so that they clearly understand what to do if they, or another child, are being bullied. For example, PSHE lessons and Anti-Bullying Week.

Staff

Staff members are responsible for logging bullying incidents onto CPOMs in order to notify the relevant staff. All the relevant information must be supplied.

All incidents classified as bullying kept on file and made available to the Head and relevant SLT members by the Pastoral team (Assistant Head Personal Development and Well-Being and Heads of Year in Upper School via SIMS, the Head or Deputy Head of Lower School).

Parents

Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and to follow the mutual respect policy.

If a parent is concerned about a bullying incident, then they should inform the school as soon as possible so that it can investigate further. In the Lower school, the contact can be with either the class teacher, or the Head / Deputy Head. In the Upper School, the contact should normally be with either the form Tutor or the Head of Year. However, if the concern is very high, or there is concern of a repeated incident, then contact should be with a member of the Senior team: either the Assistant Head, Personal Development and Well-Being, the Head Deputy of the Upper School, or the Head.

Head

It is the responsibility of the Head to implement the school's anti-bullying policy. They will:

- set the school climate of mutual support and respect, so making bullying less likely
- ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- report to the governing body about the effectiveness of the Anti-Bullying Policy

Council

The role of Council is to support the Head in addressing bullying. Council requires the Head to keep accurate records of all incidents of bullying and to report to Council on the effectiveness of the school's anti-bullying strategies.

6. RESPONSE

The school takes all incidents of bullying seriously and responds promptly, consistently and proportionately. The following approach will be adopted when responding to any suspected or reported incident of bullying.

Overview of Approach

All incidents will be addressed through a clear and structured process that includes:

- Gathering of facts
- Consideration of intent and impact
- Decision-making on the appropriate course of action

This process ensures that all incidents are managed fairly, transparently and with the well-being and mental health of all students at the centre of decision-making.

Step 1: Gathering of Facts

The primary aim of this stage is to establish a clear, accurate and balanced understanding of what has occurred.

If bullying is suspected, observed, or reported, the incident will be addressed immediately by the member of staff who has been approached or who has witnessed the behaviour.

The member of staff will:

- Reassure the student(s) involved
- Take the concern seriously
- Ensure immediate safety where necessary
- The Pastoral Team must be informed without delay:
- Lower School (LS): Deputy Head or Head of Lower School
- Upper School (US): Head of Year and Assistant Head – Personal Development and Well-being
- A clear written account of the incident will be recorded:
- This may be completed by the student affected, where appropriate, or
- By the member of staff recording the student's verbal account accurately and sensitively
- The relevant member of the Pastoral Team will:
- Conduct a full investigation

- Interview all students involved individually and, where appropriate, witnesses
- Gather any supporting evidence (e.g. digital communications, statements, CCTV where applicable)
- All details will be recorded promptly and securely on CPOMS, ensuring a chronological record of actions and outcomes.

See Appendix 2 for Procedural Flowchart.

Step 2: Consideration of Intent and Impact

Once the facts have been gathered, careful consideration will be given to both intent and impact.

The Pastoral Team will consider:

- Whether the behaviour meets the school's definition of bullying (including repetition, intent to harm, and power imbalance)
- The impact on the recipient, including emotional, social, mental health and educational effects
- The intent and level of understanding of the student(s) displaying the bullying behaviour, taking into account:
 - Age and developmental stage
 - Previous behaviour patterns
 - Any additional needs or vulnerabilities
- The school recognises that:
 - Harm may occur even where intent is not explicit
 - Bullying behaviour may indicate unmet needs or safeguarding concerns
- Where necessary, the incident will be reviewed alongside other relevant policies, including the Child-on-Child Abuse Policy.

Step 3: Decision-Making on the Course of Action

Based on the facts, intent and impact, the school will decide on a proportionate and appropriate response.

Communication and Monitoring

Parents/carers will be informed by the relevant member of the Pastoral Team or the Head, as appropriate.

Subject teachers and relevant staff will be informed and asked to:

Monitor the situation closely

Implement supportive strategies where appropriate (e.g. seating plan or group changes, increased supervision).

Sanctions and Consequences

A range of sanctions may be applied, depending on the severity and persistence of the behaviour and in consultation with all parties involved.

Sanctions may include:

- Verbal or written warnings
- Restrictions of break and lunchtime activities
- Internal suspension
- External suspension
- Permanent exclusion in cases of serious or persistent bullying
- In serious cases, or where there are safeguarding concerns, the Head may involve:
- The police
- Children's Social Services
- Other relevant external agencies

Restorative and Ongoing Support

The school recognises that both the student who has been harmed and the student(s) who have displayed bullying behaviour require support before, during and after any sanctions.

A restorative approach underpins the school's response wherever appropriate.

Students will be offered the opportunity to participate in a Restorative Justice Conference, which they may choose to engage in.

Individualised support plans may be put in place to:

- Repair relationships
- Restore a sense of safety and belonging
- Support reintegration into daily school life
- Support any impact that the bullying incident may have on mental health

Where appropriate, the school may work with external multi-agency teams to provide additional support.

For further guidance on safeguarding-related concerns, please refer to the Child-on-Child Abuse Policy.

Special Educational Needs

We recognise that where individual students engage in problematic behaviour this can be a result of specific needs or circumstances. If such needs are identified, we will do all we can to ensure that the student receives appropriate support. We recognise our legal duties under the Equality Act in respect of students with SEN and/or disabilities. While all students identified with SEN and/or disabilities are covered under this policy, we recognise these students often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all students. An individual behaviour plan will be developed for students whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from the school counsellor and/or external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

Please read the school's Equal Opportunities Policy for more information.

6. MONITORING

A central record of behavioural issues is kept on CPOMS in order for the relevant Senior Leadership Team (SLT) members and the Heads of Year in the Upper School to identify trends and respond

appropriately including patterns of bullying that are associated with protected characteristics. Behavioural issues are discussed weekly in SLT meetings and in Heads of Year meetings in the Upper School. The numbers of incidents will be reported to Council through the regular Annex to the Head's Report. Bullying data will be analysed by the Pastoral team to reflect and re-design further strategies to improve procedures.

7. REVIEW

Relevant staff and members of SLT will review this policy and assess its implementation and effectiveness. The pupils will be included in the review of the policy via appropriate lessons/sessions and their views given to the headteacher.

8. OTHER

Complaints

The school has a standard complaints procedure. We encourage parents to take any concerns to the appropriate member of staff through an informal process in the first instance. If the concern is then not resolved to the complainant's satisfaction, the formal part of the process should then be invoked.

For full details, see the school's Complaints Procedure.

Links to official guidance

This policy has also been written with regard to:

- ISI Regulatory Requirements
- Preventing bullying - GOV.UK (www.gov.uk)
- Keeping children safe in education - GOV.UK (www.gov.uk)
- Working together to safeguard children - GOV.UK (www.gov.uk)
- Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- Children Act 1989 (legislation.gov.uk)
- Children Act 2004 (legislation.gov.uk)

Link to other school policies

- [Acceptable ICT Use Policy](#)
- [Attendance Policy](#)
- [Behaviour Policy](#)
- [Child on Child Abuse Policy](#)
- [Complaints Procedure](#)
- [KAS against Racism Policy](#)
- [Mutual Respect document](#)
- [Student Removal Procedure](#)
- [Safeguarding and Child Protection Policy](#)

Appendix 1:

Signs and Symptoms of Bullying

Children and young people may not report bullying directly. Staff should remain alert to the following possible indicators and investigate concerns appropriately.

1. Emotional and Behavioural Signs

Withdrawal, anxiety, or loss of confidence

Sudden changes in behaviour or routine

Reluctance or refusal to attend school (including truancy)

Becoming aggressive, disruptive, or unreasonable

Bullying others (peer or sibling bullying)

Fearfulness or unwillingness to explain concerns

Giving implausible or inconsistent explanations

2. Physical Signs

Unexplained injuries (cuts, bruises, signs of fights)

Torn clothing or damaged belongings

Frequent complaints of illness (e.g. headaches, stomach aches)

Appearing unusually hungry (e.g. lunch or money taken)

3. Academic Indicators

Decline in academic performance

Loss of interest in schoolwork

4. Social and Attendance Concerns

Fear of travelling to/from school or avoiding transport

Requests to be driven to school

Avoidance of specific places or activities

5. Sleep and Wellbeing

Difficulty sleeping, nightmares, or bedwetting

Crying at night

Fatigue or going to bed unusually early

6. Eating and Health Changes

Noticeable changes in eating habits (under- or overeating)

7. Financial and Possession Issues

Missing or damaged belongings

Repeated loss of money

Asking for or stealing money

8. Online and Communication Anxiety

Fear of using phones or the internet

Distress when receiving messages or notifications

9. Serious Safeguarding Concerns

Self-harm behaviours

Threats of suicide or attempts to run away

Note:

These signs may indicate other underlying issues; however, bullying should always be considered as a possible cause; concerns must be taken seriously and investigated promptly.

Appendix 2

