

Anti-Bullying Policy

All Kings' policies will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

Coordinator	Nominated Director	Chair of Board of Directors
WELFARE OFFICER	DIRECTOR OF COLLEGE SERVICES	NIGEL PAMPLIN

We believe this policy relates to the following legislation (click on the link below to access information):

- [Children Act 1989](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2014](#)
- [Equality Act 2010](#)

The following documentation and online guidance is also related to this policy (click on the link below to access information):

- [Advice for parents and carers on cyberbullying \(DfE\)](#)
- [Cyberbullying: advice for headteachers and school staff \(DfE\)](#)
- [Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies \(DfE\)](#)
- [Supporting children and young people who are bullied: advice for schools \(DfE\)](#)
- [Boarding Schools: National Minimum Standards](#)

A Definition of Bullying

As the basis for this Anti-Bullying Policy we refer to principles in our own Kings Equality Policy and the Department for Education Guidelines 'Preventing and Tackling Bullying: Advice for Head Teachers, Staff and Governing Bodies'. A copy of this document will be available in every school. We support the Department of Education's definition of bullying, which is quoted below:

'What is 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 (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

'Cyber-Bullying'

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click.'

At Kings we acknowledge the physical, psychological and emotional damage that bullying can cause, and strive to educate our students and school staff in both recognizing and reporting all and any incidences of bullying. In addition, we strive to increase awareness of the support that now exists through outside agencies and organisations such as [Kidscape](#), [Childnet](#), the [Restorative Justice Council](#) and the [Anti-Bullying Alliance](#), and the advice offered by these will inform the development of our policy and practices. Kings intends to be supportive to victims, to investigate the motives for bullying and to ensure all in school know who to and how to report bullying.

At Kings we have students from compulsory school age well into adulthood, from a range of backgrounds and cultures. Our community is diverse and we are mindful of the need to ensure that the concept of bullying is understood to be unacceptable in our schools. We strive to provide a safe, secure, caring and friendly school environment for all Kings students in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We will not tolerate any form of bullying

and all incidents of bullying will be dealt with promptly and effectively. Kings will treat all types of bullying very seriously and strives to be vigilant in dealing with incidences of bullying if and when they occur.

Aims & Objectives

- to maintain a school and residential accommodation environment that is both safe and secure for all students
- to have in place established systems that will deal with incidents of bullying
- to develop confident students who will notify staff of any incident of bullying
- to inform everyone connected with the school of the school's anti-bullying policy

Procedure

Role of the Board of Directors

The Board of Directors will not condone any bullying and has:

- agreed a member of staff will be responsible for promoting positive student behaviour;
- delegated to the Principal the appointment of a school Anti-Bullying Coordinator;
- delegated powers and responsibilities to the Principal to eliminate all forms of bullying and to keep records of all incidents of bullying;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- nominated the Director of College Services to visit the school regularly, to liaise with the coordinator and to report back to the Board of Directors;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Principal

The Principal will:

- implement this policy;
- appoint an Anti-Bullying Coordinator;
- ensure that all school and residence personnel are aware of the policy;
- ensure school and residence personnel have a clear understanding of the extent and nature of bullying that may take place in the school or residential accommodation;
- work to create a safe, secure, caring and friendly school and residence environment for all the students;
- ensure that all compulsory school age students understand that bullying is wrong through PSHE;
- ensure that bullying is a topic of discussion and debate for all students;
- ensure that all parents are aware of this policy and that we do not tolerate bullying;
- respond and deal with all incidents of bullying;
- contact parents or their representatives (at the Principal's discretion) to advise them of an incident involving their child;
- provide guidance and support to general school and residence personnel to understand the signs or behaviour of someone being bullied;
- help counsel students who have been bullied and those who use bullying behaviour;
- keep records of all incidents of bullying;
- use records of incidents effectively to track pupils through school;
- keep records in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
- discuss with the student council/forum:
 - A definition for bullying.
 - Are pupils aware of this policy?
 - How can bullying be effectively dealt with?
 - How good are school and residence personnel in dealing with incidents of bullying?
 - How good are school and residence personnel in identifying the symptoms of bullying amongst pupils?
- regularly meet the school's Anti-Bullying Co-Coordinator and the Director of Admissions to ensure the policy is implemented effectively;
- monitor the effectiveness of this policy by monitoring:
 - the number of recorded incidents in an academic year;



- the types of bullying that occur in an academic year;
 - how swiftly incidents of bullying are dealt with
- report termly the number of incidents of bullying and the outcomes to the Board of Directors;
 - request feedback from the students on the policy using student consultation

Role of the Director of College Services

The Director of College Services will:

- regularly visit the school's Anti-Bullying Co-Coordinator and Principal to ensure the policy is implemented effectively;
- report back to the Board of Directors

Role of the Coordinator

The Coordinator will:

- provide guidance and support to their teaching staff to understand the signs or behaviour of someone being bullied;
- keep up-to-date with new developments and resources;
- be aware of the work and practices of outside agencies and organisations such as Kidscape, Childnet, the Restorative Justice Council and the Anti-Bullying Alliance that exist to prevent bullying and help those who have been bullied;
- receive training, as appropriate on how to prevent bullying and deal with bullies those who are bullied;
- increase awareness of these outside agencies within the school and residences;
- offer support to victims of bullying;
- organise courses for all school and residence personnel;
- organise an anti-bullying week;
- plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics;
- build pupils' resilience to bullying;
- display posters of national and local help lines and where help is available in school and residences;
- make effective use of relevant research and information to improve this policy;
- help counsel children who have been bullied and those who use bullying behaviour;
- record and report all incidents of bullying;
- review and monitor the implementation of the policy in school;
- survey the students on their attitudes to bullying as part of student consultation;
- along with the Principal, discuss with the student council/forum:
 - A definition for bullying.
 - Are pupils aware of this policy?
 - How can bullying be effectively dealt with?
 - How good are school and residence personnel in dealing with incidents of bullying?
 - How good are school and residence personnel in identifying the symptoms of bullying amongst pupils?
- monitor the effectiveness of this policy by monitoring:
 - the number of recorded incidents in an academic year;
 - the types of bullying that occur in an academic year;
 - how swiftly incidents of bullying are dealt with
- regularly report to the Principal and Director of Admissions on the success of this policy

Role of School and Residence Personnel

School and Residence personnel will:

- be aware of the signs of bullying in order to prevent bullying taking place;
- be aware of the outside agencies and organisations that offer support to victims of bullying;
- take all forms of bullying seriously;
- make sure that all pupils know what to do if they are bullied;
- encourage pupils to report any incidents of bullying to any member of the school or residence personnel;



- support any pupil who has been bullied;
- undertake the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report all incidents of bullying to the appropriate member of staff;
- raise awareness of the wrongs of bullying through PSHE and other forums;
- use preventative strategies, such as 'buddy systems'

Role of Students

Students must:

- tell a member of staff if they are being bullied;
- tell a member of staff if they see someone being bullied;
- discuss ways of preventing bullying through student consultation opportunities;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the Aims of the College and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys, as part of the regular feedback system;
- be able to use the school's Suggestion Box to make suggestions on improvements

Student Consultation

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways. Students' views are sought on:

- how the school deals with bullying
- how it can be improved

The methods will include:

- A Student Forum/ Student Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Principal and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or and social issues)
- Open Class discussion (on a variety of matters relating to the school and/or and social issues)
- Suggestion Box (allowing anonymity if desired)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.

A separate policy exists for student consultation which explains these processes in more detail.

Role of Parents (if parents are the fee payers)

Parents/Guardians/Parents representatives must:

- be aware of and support this policy;
- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions

Training for School and Residence Personnel

School and Residence personnel will:

- have equal chances of training, career development and promotion
- receive training on this policy which covers:



- What is bullying?
 - How to identify, prevent and manage bullying.
 - Types of bullying such as Cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture.
 - Recognising bullying.
 - Anti-bullying strategies.
 - How to deal with a bullying incident.
 - Counselling the bullied and the bullies.
 - Anti-bullying week.
 - Tackling Homophobia
 - Building pupils resilience to bullying.
 - Working and co-operating with parents and carers
- receive periodic training so that they are kept up to date with new information
 - receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Recording Incidents

- All reported incidents are investigated and dealt with;
- Records will be kept of all incidents and their outcomes.
- Records will be kept in a uniform and systematic way.
- Records will be kept of all incidents as well as specific types of bullying and their outcomes.
- All incidents are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year.
- Records of incidents will be used to effectively track pupils through school;
- Records will be kept in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
- Parents will be informed of events involving their child and actions taken where the Principal deems it in the student's best interest;

Counselling

- Counselling and support mechanisms are in place to help those who have been bullied.
- All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the Student Handbook
- the college website
- the Staff Handbook
- school events
- meetings with school personnel
- information displays around the college

Outside Agencies and Organisations

- The students and school staff will be made aware of the advice and support agencies such as Beatbullying, Kidscape, Childnet, the Restorative Justice Council and the Anti-Bullying Alliance that exist to help those who have been bullied;
- Resources and support are available on the following websites:
 - www.kidscpae.org.uk/
 - www.childnet-int.org/
 - www.restorativejustice.org.uk/
 - www.anti-bullyingalliance.org.uk/
- The current practices of these agencies will contribute to the development of the school's Anti-Bullying Policy.

Associated Policies



This policy has been written with reference to and in accordance with the following policies and publications:

- Kings Behaviour and Discipline Policy
- Kings Safeguarding and Child Protection Policy
- Kings E-Safety Policy
- Kings Equality Policy
- Kings Aims of the College
- Kings Strategic Objectives

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)		Students	School Personnel	Parents/ carers	Directors	School Visitors	Wider School Community			
		✓	✓	✓	✓	✓	✓			
Question	Protected Characteristics							Conclusion		
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'	
YES									Yes	No
NO	✓	✓	✓	✓	✓	✓	✓	✓		✓
UNSURE										
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'	
YES	✓	✓	✓	✓	✓	✓	✓	✓	Yes	No
NO										✓
UNSURE										
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.									



Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.

Date of Last Review:	
Date of Next Review:	
Number of incidents in the last 12 months:	0
Is this policy being implemented fully, with all outlined procedures followed as prescribed?	YES/NO
Incidents of bullying in the last 12 months have been recorded in the Anti-Bullying Book and positively and satisfactorily dealt with.	YES/NO
All students of compulsory school age have received at least one Anti-Bullying Workshop through PSHE in the last 12 months.	YES/NO
The Welfare Officer has received appropriate and up-to-date training on how to prevent bullying and deal with bullies those who are bullied.	YES/NO
The Welfare Officer has conducted a full student survey on attitudes to bullying in the last 12 months, and responded to the data appropriately.	YES/NO
How are students currently made aware of resources and support available both in school and from outside agencies (please list)?	LIST:
Student consultation on the policy has taken place on:	00/00/0000
If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...	
How are staff made aware of this policy?	

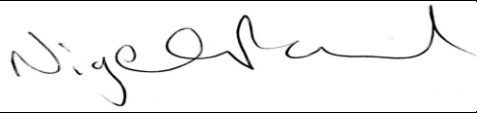


Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?

Monitoring the Effectiveness of the Policy

The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.

Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...

Coordinator:		Date:	
Principal:		Date:	
Chair of Board of Directors:		Date:	01/01/2015
Name of School:			
Next Review Date:			

