KNIGHTSBRIDGE
SCHOOL

Anti-Bullying Policy

This policy was prepared with reference to DfE guidance: *Preventing and Tackling Bullying (2017), Keeping Children Safe in Education 2025, The Early Years Foundation Stage (2025), Cyberbullying; Advice for Headteachers and School Staff (2014) and and developed taking into account guidance from: Bullying at school: The law.*
This policy should be read in conjunction with the Safeguarding: Child Protection Policy, Safeguarding: Safer Recruitment Policy, Child-on-Child Abuse Policy, Behaviour & Discipline Policy, ICT & E-Safety Policy plus appendices and the PSHEE and Life Skills Policy. This policy applies to the whole school, including the EYFS. This Anti-Bullying Policy is made available to all parents of pupils and prospective pupils via the school website. A paper copy is available on request from the school office.

1   Definition of Bullying

1.1   Definition: 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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, because a child is adopted, in care or has caring responsibilities or has a family member in prison. It might be motivated by actual differences between children, or perceived differences. It may occur offline or online through cyber-technology(social networking, chat, mobile phones, text messages, photographs and email).

1.2   Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging or emailing, sending offensive or degrading images by phone/internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

1.3   Inappropriate Sexual and Racial Incidents: The school recognises that inappropriate sexual behaviour and/or racial incidents can fall under the banner of bullying. Any such incident will be dealt with in accordance with the severity, as both a bullying issue and a child protection/safeguarding issue, in line with the Child-on-Child Abuse Policy and Behaviour & Discipline Policy

1.4 At Knightsbridge School, we teach children how to avoid initiating hurtful behaviour, even where there is no bullying intent. The most common forms of bullying are verbal intimidation and social exclusion and we recognise that many children may experience this at some period during their school career.

1.5 Bullying can be:
- Emotional/Indirect: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity, or malicious rumours, e-mails or text messages. It can involve complicity that falls short of direct participation.
- Physical harm or its threat: pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing property;
- Verbal: name-calling, sarcasm, spreading rumours, teasing, homophobic, sexual, and racist insults and other types of discriminatory language. 'Banter' will not simply be accepted as 'a part of growing up' or 'having a laugh';
- Cyber: mobile phones, email, text messages, chat, cameras or the internet and social networking sites, to deliberately hurt or harass another person or group, be that anonymously or not.
- Bullying may also be related to a person's gender, culture, ability, disability, special educational needs, appearance, religion, health or home circumstances;

1.6 Under The Children's Act 2004, a bullying incident will be treated as a child protection concern when 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 is required to report their concerns to the LSCB.

2 Aims

Any form of bullying is unacceptable at Knightsbridge School.

2.1 Knightsbridge School is committed to providing a caring, friendly, safe and secure environment for all of our children so they can learn in a relaxed and secure atmosphere, without anxiety.

2.2 Bullying is unacceptable at our school and will not be tolerated. We take it seriously and understand that it can have significant long term and permanent effects including psychological damage. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. In extreme or protracted cases, permanent exclusion would be considered an appropriate sanction.

2.3 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the minimisation of bullying in our school. We aim to help our staff and pupils to deal with bullying when it occurs but even more importantly to prevent it happening in the first place.

2.4   The KS Code reflects the fundamental values of mutual tolerance and respect and states:
- I will remember how lucky I am and do my best at everything.
- I will remember to do something creative every day.
- I will respect others and their possessions.
- I will try to always be fair and honest and to seek to forgive.
- I will say nothing that will be hurtful to others.
- I will remember to recycle, reduce and reuse.
- I will remember to walk fast and not to run.
- I will remember to treat others as I wish to be treated myself.
- If I have any worries, I will talk to an adult I trust.
- I will remember that giving and sharing are the best feelings in the world.
- I will try not to let others feel lonely.
- I will remember to strive for a healthy body and a healthy mind.

2.5   The target of any bullying should feel confident about asking for help within the School community. Pupils should understand that withholding information protects the bully and allows them to continue the practice. This means that anyone who knows that bullying is happening is expected to tell the staff and will be supported.

2.6   All adult members of our school community should be vigilant to recognise where bullying is taking place, including sequences of low-level incidents, and deal with it thoroughly and sensitively.

2.7   Children and parents should be assured that they will be supported when bullying is reported.

2.8   We uphold the view that all children and staff should be able to work and play without any fear of being bullied or abused by any other person. This type of behaviour is not tolerated and all accusations are to be taken seriously, and prompt and robust action taken to protect the wellbeing of our KS pupils.

3   Objectives
- To raise awareness of the school's expectations in terms of behaviour, to instil in all members of the school community a sense of caring and kindness for one another through the KS Code.
- To communicate effectively to all members of the school community the school's stance on bullying and child-on-child abuse.
- To engage members of the school community in reaching a shared understanding of what bullying is.
- To communicate effectively to all members of the school community the school's policy and procedures and ensure that they are followed.
- To promote an open atmosphere in which victims and witnesses know that it is right 'to tell' and feel safe to do so, acting immediately if there is any suspicion.
- To work with staff so that they can identify different sorts of bullying and know how to deal with cases sensitively, supportively and effectively.
- To work with children in a range of ways to equip them with social and emotional skills in order to reduce bullying and to be able to counter and deal with bullying.

- To support those being bullied and a framework within which those bullying others may recognise and reform their behaviour.
- To ensure that as a result of staff being respectful towards children at all times, children will internalise and model these encounters and thus treat each other respectfully.
- To ensure that the adults in the children's world do not endeavour to diminish children so that they lose respect amongst their peer group but rather enhance them, so as to continue to develop their self-esteem.
- To promote transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others.

4   Signs of Bullying

4.1   A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:
- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins truanting;
- becomes withdrawn anxious, or lacking in confidence;
- starts stuttering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning or complains of headaches or tummy aches;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions go missing;
- asks for money or starts stealing money (to pay bully);
- has unexplained cuts or bruises;
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is sitting on their own;
- is being left out of activity groups during lessons.

4.2   These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

5   Procedures – Reporting Incidents

5.1   Pupils can report an incident of bullying, unkindness or other worries to any member of school staff. It has to be the pupil's choice as to whom they reveal the problem. Although what a member of staff is told will be in confidence, the school cannot promise secrecy. However, the member of staff to whom the pupil has confided will handle the information with discretion and act immediately.

5.2   Pupils could also tell another pupil. In these circumstances, the person to whom the pupil has revealed the problem should report it to the class teacher/house tutor or

another member of staff without delay. All staff receive annual training to ensure: the principles of the school policy are understood, including reporting and recording arrangements; legal responsibilities are known; action is defined to resolve and prevent problems, including in relation to online bullying; sources of support are available, particularly to understand the needs of and support pupils with protected characteristics (SEND, LGBT, etc.). This includes specific training on online harm and prejudice-based bullying.

5.3   If a pupil reports an incident of bullying to a member of staff, they should inform the class teacher/house tutor immediately and record it on CPOMS (digital safeguarding concern reporting platform). All members of staff are alert to signs of bullying and should report any concerns to the class teacher.

5.4   Parents and carers are encouraged to report any concerns about bullying, whether of their own children or others. These should be reported to the class teacher/house tutor or Head of Section.

5.5   Cyber Bullying - The person to whom the pupil has revealed the problem should report all cyber bullying incidents to the DSL and ensure any incident is logged on CPOMS. Bullying can occur directly or through cyber-technology such as mobile phones, texting, social websites, photographs and email. (see ICT and E-Safety Policy and appendices)

Procedure – Gathering Evidence

5.6   We take all complaints of bullying and unkindness seriously, and deal with them promptly. Once an incident has been brought to our attention, we will make sure that the person(s) being bullied is reassured and feels safe. The class teacher/house tutor or appropriate member of staff will meet with the pupil who is being bullied to try to establish:
- who is involved;
- the nature of the bullying;
- how often it happened;
- where it takes place;
- other people who may have noticed this behaviour.

The class teacher/tutor or other appropriate member of staff will then interview the alleged bully/bullies and any witnesses separately in order to gather further evidence. They will be asked to write an account of what has happened. In all cases they should consult the Section Head/Head and/or DSL. All evidence and actions taken should be recorded on CPOMS by the relevant parties.

5.7   At this stage a factual account of the incident with names, dates and 'action taken' will be recorded on CPOMS. This record is also logged separately and securely from pupil records in a file marked 'behaviour log'. The log is reviewed regularly by the leadership team in order to enable any patterns to be identified. Monitoring will

pay particular attention to the protected characteristics so that appropriate action can be taken if required. Parents should be involved in conversations as early as possible, and certainly before any situation is considered serious enough to record as bullying.

Actions

5.8　The most common strategy is to discuss issues with pupils as appropriate to their age and understanding and, depending on the nature of the incident, the bully and the victim may be seen separately or together. Our focus is to find a solution to the problem and to prevent the bullying recurring. Sanctions will be used as appropriate and in consultation with all parties concerned, as per the Behaviour and Discipline Policy. If a child repeatedly bullies, the Head must be kept informed and will act in line with the Behaviour and Discipline Policy.

5.9　Both victim and bully will be offered support to develop strategies to help themselves. For the bully, this may include being offered reflection time and the school may consider contacting external professional support with behaviour modification (e.g. Place2Be) if deemed appropriate.

5.10　The bully will be made aware of the victim's distress, be encouraged to take responsibility for their actions and be helped to understand why their behaviour needs to change. Guidance will be given on how to modify behaviour and parents will be encouraged to work with us to tackle the problem. We will remind the bully of the possible consequences of bullying and explain clearly any further sanctions that might be invoked should there be any further incidents. Place2Be may be involved at this stage. We recognise that in some cases, the behaviour of the child who is bullying may indicate underlying safeguarding needs or unmet emotional needs. In such cases, we work with parents and external agencies to provide early intervention and pastoral care.

5.11　The Head should be informed in all instances and should be consulted when it is considered necessary for the parents of the children to be involved via a meeting with staff. In extreme cases, the Head will take the lead role in managing the process.

5.12　Bullying should be seen and dealt with in line with our Child-on-Child abuse policy and overall Behaviour and Discipline Policy and any sanctions imposed should be in line with the Behaviour and Discipline policy.

5.13　If there is a very serious concern it may be considered necessary to refer it to the LSCB and, potentially, the police.

5.14　Bullying should be treated as a child protection issue when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. In this case, the Safeguarding Policy: Child Protection should be followed so that it is clear

whether a bullying issue should be reported to any external agency.

5.15 Children with Specific learning difficulties or disabilities can be at a higher risk of being isolated from their peers, which can in itself be a sign of bullying. These children have greater access to mentoring and assistance from the Learning Support Department and the school counselling service (Place2Be). The Head of Learning support meets weekly with Place2Be to ensure children are discussed and their needs addressed.

6   Sanctions

The sanctions adopted in the event of misbehaviour reflect the seriousness of an incident and convey a deterrent effect. Strong sanctions such as exclusion may be necessary in cases of severe or persistent bullying. For a full range of sanctions, please refer to the *Behaviour and Discipline Policy* and *The Exclusion Policy*

6.1 If possible, the children will be reconciled after the incident/incidents have been investigated and dealt with. Each case will be monitored to ensure repeated bullying does not take place.

6.2 It is important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this might be the case the child engaging in bullying may need support as well as the victim.

6.3 The bully/bullies may be asked to genuinely apologise. Consequences will be explained and further action may be taken.

6.4 In serious cases, temporary and even permanent exclusion will be considered, especially in cases of severe and persistent bullying.

6.5 After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

6.6 Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

7   Preventative Measures and Helping Staff to Deal with Bullying

7.1 We make it clear that bullying is not acceptable at KS.

7.2 Staff will be trained to identify and deal with bullying through school INSET and regular staff meetings, and stress the need for staff to be alert to children who may be vulnerable and at risk from bullying. All staff are required to read and understand the school's anti-bullying policy.

7.3 Each area's staff meetings will include the point 'Children Causing Concern' in order to raise whole staff awareness of issues.

7.4 Staff will be continually watchful and available, especially at times or in places where bullying is more likely such as break times and lunch. They should be alert to inappropriate language or behaviour and should log behavioural issues on CPOMs.

7.5 All pupils are told what to do if they encounter bullying and encouraged to tell a member of staff at once if they know that bullying is taking place. As 'whistle-blowers' they will be supported. Staff should promote resilience, good behaviour and encourage care of, and for, others.

7.6 The school takes bullying very seriously and, as part of the PSHEE (through Life Skills) and ICT syllabuses, it is discussed in a variety of different ways, including E-Safety, and included in material for assemblies. The school uses these educational elements, such as PSHE/RHSE and curriculum areas, to build resilience to protect themselves and others, promote and understand the differences between people and avoid prejudice-based language. The school also takes part in Anti Bullying Week each year to raise awareness of the types, signs and consequences of bullying.

7.7 We will use the following methods and educational elements for helping children to prevent bullying. As and when appropriate, these may include:
- referring to and discussion of the KS Code;
- making clear rules about possession and use of electronic media;
- signing a behaviour contract;
- providing pupils with guidance on Netiquette and having them understand and sign an appropriate use policy;
- writing stories or poems or drawing pictures about bullying;
- reading stories about bullying or having them read to a class or assembly;
- using role-play;
- exploring issues through assemblies, projects, drama, current affairs;
- discussing educational elements about bullying, what it constitutes and why it matters;
- referral to Place2Be.

7.8 Acknowledgement of the problem: bullying can happen everywhere in our society, including the staff-room.

7.9 Establishing support mechanisms to help children who are being bullied. This could be an assigned group of staff or a group of children formed through a peer support scheme.

7.10 Although Knightsbridge School is not directly responsible for bullying off its premises, we understand that bullying does not end at the school gates. The school's Designated Safeguarding Lead (DSL) has a duty to monitor any potential child protection issues outside of the normal school day and in the holidays for pupils on its roll.

7.11 Knightsbridge School finds ways to help those who are bullying change their

behaviour. Punishing bullies does not end bullying. It is important to stress that it is the behaviour that is not liked or appropriate, rather than the person.

7.12   Bullying often takes place in groups. Children have a choice of watching from the margins, joining in, trying to remain uninvolved or trying to help those being bullied. We acknowledge children who help prevent bullying.

7.13   Support schemes that encourage children to make friends. Having friends is one of the best defences against bullying, but not everyone has the right social skills to make friends easily. Teaching assertiveness and other relevant social skills and confidence building to the class may be a way to help children make friends.

7.14   We have a buddy/shadowing system for introducing new children to Knightsbridge School.

7.15   Teachers support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

7.16   Pupils have ready access to a designated School Listener/Counsellor through Place2Be and to external agencies such as Childline (contact details posted clearly around the school).

7.17   The school recognises the national annual Anti-Bullying Week with one or more activities to highlight the importance of tackling bullying.

7.17   The school gives guidance to parents, staff and pupils about the safe use of internet and social networking through the ICT and E-Safety Policy and appendices, assemblies, seminars and induction, and employs firewalls, antivirus protection and filtering systems including the blocking of websites considered inappropriate to ensure the e-safety of pupils and staff.

8   The Role of the Head

8.1   The Head supports the staff in minimising bullying in our school and ensures that all children know that bullying is wrong. The Head draws the attention of children to this fact at suitable moments and makes it clear incidents of bullying are taken seriously and dealt with appropriately, recorded properly and monitored.

8.2   The Head implements the school Anti-Bullying Policy and ensures that members of staff are aware of the policy and know how to deal with bullying. She also ensures that members of staff receive sufficient training to deal with bullying.

8.3   The Head sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is less likely.

9   The Role of Parents

9.1   Parents who are concerned that their child is bullied or is bullying, should contact their child's class teacher (Junior School) or Form Tutor (Senior School) immediately.

9.2   Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school community.

9.3   KS involves parents in understanding bullying and makes sure that pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

9.4   Parents have a responsibility to be particularly vigilant about the use of mobile phones, email and social networking sites as cyber bullying is more likely to take place beyond school and are expected to sign a home-school agreement regarding use of the internet at home. *(See KS Contract for Internet Use September 2024 and KS Internet Use and E-Safety Policy: Advice for Parents September 2024).*

10   Monitoring

10.1   Where incidents of bullying have occurred, the Head or Head of Section will follow-up regularly to ensure that there are no repeat incidents.

10.2   The patterns of bullying are monitored so that action can be taken and to aim to reduce incidences of bullying. It is particularly important to monitor the impact of bullying on individual pupils. As the school has a duty of care towards its pupils, the records help the school to have a better picture of bullying incidents in the school. Bullying is monitored by the Head and SMT at weekly meetings and by the SLT each term.

10.3   We reserve the right to investigate incidents that may take place outside school hours but have an impact on school life or bring the school into disrepute.

10.4   We welcome feedback from parents and guardians on the effectiveness of our measures.

10.5   The Governors monitor bullying via feedback from weekly safeguarding meetings, termly review of the bullying logs and the school's annual safeguarding review.

11   Sources of Information

- [Preventing and Tackling Bullying (DfE July 2017)](#) The organisations listed in the 'further resources' section of the government guidance provide a range of practical resources for staff, parents and pupils.
- [Cyber bullying: Advice for Headteachers and school staff](#) (DfE Nov 2014)

- Advice for parents and carers on cyber bullying (DfE Nov 2014). This contains contact details for social networking sites and mobile phone companies.
- Teaching online safety in schools - (GOV.UK 2023).
- Supporting children and young people who are bullied and advice for schools (DfE March 2014)
- Childnet International www.childnet-int.org/
- Cyber bullying: A Whole School Community Issue. Digizen.org/cyber bullying (Department for Children, Schools and Families DCSF)
- The Anti-Bullying Alliance Fact sheet: Advice and support from the anti-bullying sector: Anti Bullying Alliance - Advice
- Kidscape www.kidscape.org.uk
- ChildLine www.childline.org.uk

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This policy will be reviewed annually.