



KINGS PARK SCHOOL

ANTI BULLYING POLICY

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POLICY OWNER	HEADTEACHER
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SIGNED

HEADTEACHER

SIGNED

KPS CHAIR

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1. INTRODUCTION

Our school is committed to providing a safe, inclusive and supportive environment where all students can learn and thrive, free from bullying. Kings Park School community is committed to creating a culture where bullying is not tolerated and everyone feels able to challenge and report bullying behaviour as well as learn, play and work free from harm or harassment.

Everyone in our school community has a responsibility to contribute to our goals by challenging and reporting bullying behaviour even when they are not directly affected or involved. We recognise the unique vulnerabilities that SEN students may face and are dedicated to implementing strategies to prevent and address bullying in all its forms.

2. OUR SCHOOL COMMUNITY

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports all staff to promote positive relationships and identify bullying to tackle appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

3. DEFINITION OF BULLYING

Bullying is usually defined as behaviour that is:

- Repeated.
- Intended to hurt someone either physically or emotionally.
- Often aimed at certain groups because of race, religion, gender or sexual orientation.

It takes many forms and causes pain and distress to the victim. Bullying can show some, or all the following characteristics:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding belongings, threatening gestures).

- Physical: pushing, kicking, hitting, punching or any use of violence/unwanted physical contact.
- Verbal: name calling, sarcasm, spreading rumours, teasing.
- Written: graffiti, notes etc (on walls, doors or online).
- Cyber-bullying: sending inappropriate messages by phone, text, instant messaging, through websites and social networking sites and sending offensive or degrading images by phone or via the internet.

4. AIMS

Kings Park School is clear that any form of bullying is serious and unacceptable.

- To create a positive school ethos where bullying is not tolerated.
- To ensure that pupils understand what constitutes bullying and how to report it.
- To provide support to both the victims and perpetrators of bullying, with a focus on positive behavioural change.
- To ensure that all pupils are given extra support in understanding and dealing with bullying situations.

5. WHY IS BULLYING TAKEN SO SERIOUSLY?

The impact of bullying has now been well researched and includes numerous short-term and long-term difficulties. Bullying can prevent young people from accessing school and their education, impacting their long-term life chances. Bullying also changes the way a person views themselves, impacting their mental health and wellbeing. Those who are bullied may retaliate and act out, have difficulties with other relationships or may self-harm.

6. FORMS OF BULLYING COVERED BY THIS POLICY

This policy covers all types of bullying including:

- Bullying related to LDD (learning difficulties or disability).
- Bullying of looked after children or otherwise related to family background or home circumstances.
- Bullying related to appearance or health conditions.
- Sexist and sexual bullying including the use of sexist language or sexual gestures.
- Bullying related to sexual orientation or HBT bullying (Bullying involving Homophobic, Biphobic or Transphobic individuals or groups), including the use of homophobic language.
- Bullying related to religion, beliefs, or culture.
- Cyber-Bullying.
- Other prejudice-based bullying not identified above.

7. PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING

Kings Park School has a whole school approach towards bullying and unkind behaviour. The teaching and support staff at our school are committed to working with parents/carers, pupils and other agencies to create a school community where all pupils feel safe throughout the school day, as well as when they are travelling to and from school.

We recognise that it requires everyone working together to create a safe school environment and optimal conditions for learning.

Kings Park School recognises that our pupils will have additional needs and experiences that may make social relationships more challenging. All school staff receive regular training in order to support pupils and are experienced in modelling and facilitating positive behaviour and relationships.

Below are some examples of the whole school strategies in place to both combat bullying behaviour and to encourage a school environment where kindness, diversity and individuality are celebrated:

The school community will:

- Have a named Anti-Bullying co-ordinator.
- Listen and take time to talk to children/young people who disclose bullying, take what they say seriously and investigate the situation.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff to identify bullying and follow school policy and procedures on bullying, including recording and reporting incidents of bullying.
- Actively support vulnerable children and young people at risk of bullying.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Implement social-emotional learning (SEL) programs to help students develop empathy, resilience, and positive communication skills.
- Provide regular staff training on identifying and addressing bullying, particularly for students with SEN who may struggle with social cues or be more vulnerable to bullying.
- Use class discussions, assemblies, and workshops to educate students about bullying, its effects, and how to seek help.
- Develop peer support systems like buddy programs where older students support younger or more vulnerable students.
- Ensure supervision in high-risk areas (e.g., playgrounds, hallways) where bullying is more likely to occur.

8. REPORTING AND RESPONDING TO BULLYING

REPORTING All students should feel comfortable reporting bullying to a trusted adult. They can do this verbally, through written notes, or via the school's digital reporting systems.

CONFIDENTIALITY Reports of bullying will be treated with sensitivity and discretion to protect the privacy of all involved.

RESPONSE Upon receiving a report, the school will:

- Investigate promptly, gathering evidence from all parties involved.
- Take action based on the investigation, which may include restorative conversations, sanctions for the perpetrator, or additional support for the victim.
- Notify parents or guardians where appropriate and involve external agencies if necessary.

9. SUPPORT FOR PUPILS

- Tailored support will be provided to students with who may need additional help understanding social interactions, recognising bullying, and responding assertively.
- Individual Education Plans (IEPs) may include strategies to help pupils manage situations where they feel vulnerable.
- Specific interventions, such as **social skills groups** or sessions with a school counsellor, will be available to those affected by bullying.

10. SUPPORT FOR BULLIES

The school recognises that pupils who bully others may need support themselves.

We will:

- Work with the bully to understand the reasons behind their behaviour and teach them alternative ways of interacting with peers.
- Provide access to counselling or behavioural interventions where necessary.

- Engage parents/carers/guardians in a plan to help modify the pupil's behaviour.

11. INVOLVEMENT OF PUPILS

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Obtain the views of the school council.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure all pupils are aware of the range of consequences which may be applied against those engaging in bullying.
- Develop students as Anti-bullying ambassadors who carry the message throughout the school community.
- Involve pupils in anti-bullying campaigns in schools.
- Participate in National Anti-Bullying week.
- Publicise the details of helplines and websites using various methods including click-on links on our school intranet and website.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

12. LIAISON WITH PARENTS AND CARERS

We will:

- Ensure that all parents / carers know who to contact if they are worried about bullying.
- Report back to parents /carers regarding their concerns about bullying as quickly as possible.
- Ensure all parents know about our complaints procedure and how to use it effectively, promoting this by its inclusion on the policy area of the school website.
- Ensure all parents / carers know where to access independent advice about face to face and cyber- bullying including the use of links on our school website.
- Work with all parents and the local community to address issues beyond the school gates that give rise to bullying.

WE EXPECT PARENTS TO:

- Inform the school of any suspected bullying even if it is not their child.
- Encourage their child to report bullying to a member of staff using the 4Ws - Who, What, Where and When
- Inform their children not to retaliate through violence in any situation.
- If their child has been accused of bullying, work in partnership with the school and listen to evidence.

13. PROFESSIONAL DEVELOPMENT

We will allocate time in our staff training schedule for internal and external training to ensure that our staff can minimise the incidents and impact of bullying in our school.

The anti-bullying coordinator will attend training sessions on a regular basis, shares best practice, information and resources throughout the school, he is also responsible for assessing and co-ordinating relevant training and support for staff, parents and carers.

14. BULLYING OUTSIDE OF SCHOOL PREMISES

The school will work collaboratively with school transport providers, residents, community wardens, police support officers, other schools and local businesses to prevent and respond to bullying outside of school.

15. MONITORING AND REVIEW

- Kings Park School will ensure all bullying incidents are investigated and reported onto ARBOR.
- We will regularly review bullying incidents and trends to ensure that the policy is effective.
- Feedback will be gathered from students, staff, and parents to continually improve our approach to preventing and addressing bullying.

16. RESPONSIBILITIES

- It is the responsibility of the Support and Challenge Partner to take a lead role in monitoring and reviewing this policy.
- The Headteacher, senior managers, teaching and non-teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community.
- All stakeholders to adhere by the policy.
- Parents work in partnership with the school to support the aims and objectives of the policy
- The named member of staff with lead responsibility for this policy is the Headteacher
- The anti-bullying coordinator who is responsible for co-ordinating and strengthening the school's approach to anti-bullying is the Headteacher.

Our policy reflects the latest guidance from the Department for Education and relevant legislation, the school uses DfE, Ofsted, Kent County Council and other sources of guidance to inform its approach to preventing and tackling bullying.