



KINGS PARK SCHOOL

ANTI BULLYING POLICY

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POLICY OWNER	HEADTEACHER
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SIGNED

HEADTEACHER

SIGNED

KPS CHAIR

CONTENTS

- 1.0 INTRODUCTION
- 2.0 LEGAL FRAMEWORK AND GUIDANCE
- 3.0 PURPOSE OF THIS POLICY
- 4.0 OUR ETHOS AND VALUES
- 5.0 DEFINITION
- 6.0 FORMS OF BULLYING COVERED IN THIS POLICY
- 7.0 PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING
- 8.0 RESPONDING TO INCIDENTS OF BULLYING AND HARASSMENT
- 9.0 LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES
- 10.0 CONTINUOUS PROFESSIONAL DEVELOPMENT
- 11.0 MONITORING AND REVIEW
- 12.0 RESPONSIBILITIES
- 13.0 USEFUL ORGANISATIONS RELATING TO ANTI-BULLYING

1.0 INTRODUCTION

Kings Park School is an independent specialist provision, offering support and education for children and young people from ages 7-16 with various individual needs. Each child and young person's support is guided by their Education, Health and Care Plan (EHCP), which outlines the provision required to meet their individual needs. With spacious, light-filled classrooms and a highly skilled team of specialist SEN staff, our school provides a calm and supportive environment where children and young people are empowered to move beyond past challenges.

Each learner follows a personalised timetable tailored to their individual needs and interests, with clear, achievable targets that promote motivation, confidence, and progress. In addition to the statutory annual review process, we conduct a broad range of formal and informal assessments throughout the year to monitor progress and adapt provision where necessary.

Classes are small with up to 8 pupils, depending on the individual needs. Each class is led by a teacher and supported by a dedicated teaching assistant, with additional teaching assistants provided where necessary and stated on the child's EHCP. Children and young people will be placed in a class based on suitability rather than age. Our nurture-based approach ensures that emotional wellbeing is prioritised alongside learning, and our classrooms are designed to be sensory-friendly, providing calm, supportive environments that help students feel safe, regulated, and ready to engage.

At Kings Park School (KPS), we place the safety, well-being, and development of our students at the heart of everything we do. Our anti-bullying policy reflects our commitment to providing a safe, inclusive, and aspirational learning environment for children and young people with a range of neurodivergent profiles and social, emotional and mental health needs.

2.0 LEGAL FRAMEWORK AND GUIDANCE

Further advice and guidance can be obtained from the DfE:

- Behaviour and discipline in schools (January 2016) last updated September 2020.
 - Preventing and tackling bullying (July 2014); last updated July 2017.
 - Approaches to preventing and tackling bullying 2018.
 - KCSIE September 2023.
 - Sexual violence and sexual harassment between children in schools and colleges 2021.
 - Mental Health and Behaviour in schools (November 2018).
 - Working together to Safeguard Children (2018 - updated July 2022)
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3.0 PURPOSE OF THIS POLICY

This policy outlines what KPS will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying will be tolerated under any circumstances. All members of the school community have the right to learn, work and play in a secure and caring environment free from harm or harassment. They also have a responsibility to contribute by preventing and reporting bullying behaviour.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports all staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; that students abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns about 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 other relevant organisations when appropriate.

4.0 OUR ETHOS AND VALUES

We are guided by our school motto: *"Inspiring Dreams, Building Bright Futures Together."* Our core values are:

- **Kind Words:** We speak with empathy and understanding.
- **Positive Minds:** We approach challenges with optimism and resilience.
- **Strong Hearts:** We show courage, compassion and strength in our relationships.

These values are more than aspirations—they are embedded in every interaction, decision, and environment within Kings Park School.

Kind Words reflect our belief in the power of language to heal, uplift, and include. Whether it is peer encouragement, staff guidance or family communication, we model respectful, thoughtful speech in all we do.

Positive Minds encourage our students and staff to reframe difficulties as opportunities to learn and grow. We promote a strengths-based approach that focuses on what each individual child can do and how they can build confidence through success.

Strong Hearts remind us of the importance of compassion, resilience and relationships. We teach students to persist through challenges, support others, and show bravery in being true to themselves.

Together, these values underpin our approach to behaviour, learning, and building a safe, inclusive school community.

5.0 DEFINITION

Bullying is defined by the DfE as:

“a 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 such as **cyberbullying 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**, or **because a child is adopted, in care** or has **caring responsibilities**. It might be motivated by **actual differences between children**, or **perceived differences**.”

Stopping violence and ensuring immediate physical safety is the first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an **imbalance of power** between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.

The imbalance of power can manifest itself in several ways, it may **be physical, psychological** (knowing what upsets someone), **derive from an intellectual imbalance**, or by having **access to the support of a group**, or the **capacity to socially isolate**. It can result in the **intimidation of a person or persons** through the **threat of violence** or **by isolating them** either **physically** or **online**.

Low-level disruption and the **use of offensive language** can have a significant impact on its target. If left unchallenged or dismissed as “banter” or “horseplay” it can also lead to reluctance to report other behaviour.

Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

6.0 FORMS OF BULLYING COVERED IN THIS POLICY

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

- Bullying related to race, religion, beliefs, or culture.
- Bullying related to LDD (learning difficulties or disability).
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation (homophobic bullying) including the use of homophobic language.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist, sexual and misogynistic bullying.
- Transphobic bullying, including the use of transphobic language.
- Cyber bullying.

No form of harassment will be tolerated and all incidents will be taken seriously.

Our response to specific types of bullying and harassment

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of harassment listed in our examples above. It will be challenged by staff and recorded and monitored on appropriate internal and external databases.

A prejudice-based incident is an incident of unkind or hurtful behaviour that is motivated by prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group.

The protected characteristics are:

- Age.
- Disability.
- Gender reassignment and gender expression.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Such incidents might also relate to other characteristics, such as:

- Culture, class, or nationality.
- Marriage and civil partnership.
- Academic achievement.
- Pregnancy and maternity.
- Special Educational Needs (SEN) or disability.
- Appearance.
- Health conditions.
- Home or personal situation.
- Related to another vulnerable group of people (such as young carers).

All prejudice-related incidents are taken seriously and recorded internally (see below) and on relevant external databases. A firm, appropriate response is given to reports of bullying and perpetrators are required to reflect on and improve on their actions.

Where it appears that the gravity of an incident represents a matter of criminal significance that exceeds the proportionate jurisdiction and public interest of the school code of conduct, the matter will be referred to an appropriate organisation.

This could include:

- Kent Police (school liaison officer).
- The Local Authority Designated Officer (LADO).
- Channel (where a young person is deemed to be at risk of being drawn into terrorism).

RACIST BULLYING

Unfortunately, racism runs deep in our society. Consequently, racist bullying is still an issue in schools. Racist bullying singles out people because of:

- Skin colour.
- Race.
- Ethnic background.

Some children are bullied because they are:

- Black.
- Middle Eastern.
- East Asian.
- Jewish.
- South Asian.
- Latino.

When racist bullying occurs, children are **taunted by peers, called names**, or **excluded from the group** because of **hatred, fear, or lack of understanding**. In some instances, racist bullying may cause children to be embarrassed about their skin colour or ethnic background. To counteract the messages of a racist bully KPS and supporting staff will find ways to help students feel good about their race or their heritage.

KPS will report all racist bullying. Though it may start as one incident, bullying often escalates into worse offenses therefore any form of bullying will not be tolerated and all incidents will be reported and recorded.

RELIGIOUS BULLYING

Lack of knowledge and understanding about the **traditions, beliefs, and etiquette** of different faiths can lead to religious bullying. In general, bullies target others because they are different. As a result, students can be taunted and teased about their religious beliefs and this will not be tolerated at Kings Park School.

KPS staff will keep in mind that anyone can be bullied because of their religious beliefs. People also are bullied because they are Catholic or Mormon. Atheists can be bullied for not believing in God. Jewish, Hindu, Muslim, and Sikh students especially get bullied because of mixes of antisemitism, Islamophobia, racism, and xenophobia and therefore KPS will prioritise support and provide informed lessons to promote

the KPS anti bullying culture. We educate students so that they can develop equality type thinking and attitudes.

Many times, religious bullying results because of preconceived ideas or a **lack of understanding** about the differences between religions. These differences can include everything from beliefs, fasting, and prayer practices to the type of clothing they wear. Bullies point to these differences as a reason to harass and target the victim.

LGBT BULLYING

LGBT bullying refers to being physically or verbally harassed because of a person's sexual orientation or gender identity. LGBT bullying also can include **name - calling, sexual bullying, cyberbullying** and in some cases **misogynistic type attitudes**. This type of bullying affects people in LGBT communities as well as those who are perceived to be. KPS acknowledges and recognises that you do not have to be gay to experience LGBT bullying. In fact, sometimes students are taunted and called names simply because they act and express themselves in a gender non-conforming way.

Meanwhile, other students are bullied for being **lesbians, gay, bisexual, or transgender**.

Other relevant forms of bullying:

- Physical -
 - Pushing.
 - Kicking.
 - Hitting.
 - Punching.
 - Any use of violence.
 - Making a child/young person do something they do not want to do.
 - Stopping them from doing something they do want to do.
 - Taking belongings.
 - Damaging someone's belongings.
- Emotional -
 - Being unfriendly.
 - Excluding and tormenting.
 - Sending malicious emails, or text messages.
 - Intimidating glances and body language.
- Verbal -
 - Name-calling.
 - Sarcasm.
 - Spreading rumours.
 - Teasing.
 - Insulting.
 - Blackmail and threats.
 - Making offensive remarks.
- Discriminatory –
 - Making offensive remarks.
 - Singling out for poor treatment based on someone's –
 - Sex.
 - Race
 - Gender re-assignment.
 - Disability
 - Religion or belief.
 - Sexual orientation – this may be unlawful (Equalities Act 2010).
- Hidden or indirect bullying –
 - Lying and spreading rumours.
 - Negative facial or physical gestures.
 - Menacing or contemptuous looks.

- Playing nasty jokes to embarrass or humiliate.
- Mimicking unkindly.
- Encouraging other to socially exclude someone.
- Damaging someone's reputation.

Staff must be extra vigilant of children/young people's behaviour patterns as it can be difficult to separate out behaviour that stems from the child/young person's background/attachment issues and behaviour that stems from being bullied. These include:

- Falling out with previously good friends.
- Being moody and bad tempered.
- Being quiet and withdrawn.
- Wanting to avoid leaving the house.
- Aggression with brothers and sisters.
- Doing less well at schoolwork, signs of struggling.
- Unwilling to go to school or socialise.
- Insomnia.
- Anxiety.
- Claiming to be unwell on a regular basis, particularly in the morning.
- Coming home with cuts and bruises.
- Self-harm/self-injurious behaviour.
- Torn clothes.
- Asking for stolen possessions to be replaced.

7.0 PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING

The school community will:

- Have a named Anti-Bullying Co-ordinator (Grace Nicholls – Deputy Head and Lead DSL)
- Listen and take time to talk to children and young people who disclose bullying, take what they say seriously and investigate the situation.
- Collaborate with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support.
- Complete a student led annual survey.
- Train all staff including Support staff, Administration and Facilities staff to identify bullying and follow school policy and procedures on bullying, including recording and reporting incidents of bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

8.0 RESPONDING TO INCIDENTS OF BULLYING AND HARASSMENT

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. At our school, all CYP are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident and decide on an appropriate course of action.

When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's [Safeguarding & Child Protection Policy](#).

In cases of severe or persistent bullying, staff will liaise with the DSL particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

The procedure and stages in responding effectively to bullying at our school are:

Monitoring and recording incidents of bullying and harassment.

- Staff use the school's definition of bullying to assess situations as they arise and judge whether bullying has occurred or where a pattern of potential bullying behaviour may be developing.
- Staff report and record incidents of bullying on the CPOMS as a safeguarding concern. This ensures they are prioritised and managed effectively.
- All bullying incidents are reported to the Lead DSL or Deputy DSL before being recorded on CPOMS, where they are triaged and assigned to appropriate staff to deal with.
- The response to bullying incidents is quality assured, and an overview of incidents is monitored to identify any patterns or trends which might need a response.

There are 3 stages to our Anti Bullying Procedure:

Stage 1 – meeting with class teacher and department lead, followed by a restorative type of conversation with the victim. **Parents or carers informed.**

Stage 2 – Meeting with class teacher, Deputy Headteacher and the parent or carer, followed by a proactive intervention and restorative conversation with the victim.

Stage 3 – Meeting with Deputy Headteacher and the Headteacher with the parent or carer, followed by a proactive intervention and restorative conversation with the victim. If the perpetrator continues to target students with child-on-child type abuse or additional bullying occurs, the Headteacher may be forced to implement the **suspension and exclusion policy**.

Making sure the person being bullied is safe and feels safe.

At Kings Park School, we take all reports of bullying seriously. When a child or young person (CYP) reports that they are being bullied, their concerns will be listened to and acknowledged with care and sensitivity. Any bullying incident reported by a witness is treated with the same level of seriousness and will always prompt a follow-up conversation with the child who is said to have been targeted.

We are committed to ensuring that every child feels **safe, heard, and supported**. Where appropriate, the child will be offered access to a designated safe space and additional emotional support.

To establish and accurately record what has happened, a staff member will listen carefully to the child's account, ensuring their views and feelings are fully heard. With appropriate support if required, the child will then be asked to complete an incident report form. This will allow them to describe the incident in their own words and, where possible, include specific details such as:

- The location(s) of the incident.
- The time(s) and date(s) it occurred.
- The names of any other individuals involved or who may have witnessed the incident.

This information is essential to support a thorough investigation and an appropriate response.

All bullying incidents will be recorded promptly and accurately on **CPOMS**, the school's safeguarding and behaviour monitoring system. The following details will be included in the record:

- Where the incident(s) occurred
- When the incident(s) occurred
- Who was involved, whether as the target, alleged perpetrator, or witness?
- The nature and type of bullying (e.g. physical, verbal, social, online)
- Any evidence provided.

These procedures are in place to ensure a **consistent and robust response** to all concerns around bullying, with the **safety and wellbeing** of the child always at the centre of our practice.

A Restorative Approach

Where appropriate, Kings Park School may use a **Restorative Approach** to help resolve incidents of bullying. This approach encourages **reflection and accountability**, supporting the child or young person (CYP) who has caused harm to understand the impact of their actions in an **emotionally respectful and constructive way**.

A Restorative Approach is not about punishment but about helping CYP take meaningful responsibility for their behaviour. It supports those involved to:

- Understand and accept the harm they have caused to the person who was targeted.
- Recognise any wider impact their behaviour may have had on others (such as staff, friends, or family).
- Begin to take steps to repair the harm through positive, agreed actions.
- Commit to and take part in agreed restorative actions, which will be monitored over a set period.

Participation in a restorative session will only be offered to a targeted pupil if they feel **safe, supported, and comfortable** to do so. There will never be any pressure or expectation for them to take part.

Our priority is always to **safeguard the emotional wellbeing of all children and young people involved**, and restorative work is carefully planned and facilitated by trained staff to ensure a supportive and respectful process for everyone.

Responding to incidents of cyberbullying

Kings Park School will follow the outlined procedures when responding to incidents of cyberbullying. In addition, the school will seek guidance from reputable organisations that specialise in promoting the **safe, responsible, and informed use of digital technology**.

This ensures that our response is up to date, appropriate, and supports both the **safety and wellbeing** of all children and young people involved. Where needed, we will also incorporate relevant advice into our ongoing digital safety education and pastoral support.

Responding to incidents of bullying beyond the school environment

At Kings Park School, we recognise that bullying can occur not only within the school setting but also outside of school and in the wider community. Bullying is a relationship issue and can reflect how children and young people interact both in and out of school. We are clear in our stance that bullying is **unacceptable at any time or in any place**.

When an incident of bullying is reported to have taken place **off-site or outside school hours**—such as during the journey to and from school, on public transport, or in the local community—KPS will respond in line with our Behaviour Policy. This includes taking reasonable steps to address behaviour occurring outside the lawful supervision of school staff where it impacts on the safety or wellbeing of our pupils.

We encourage all children and young people to speak to a trusted adult at school if they experience or witness bullying outside of school.

By doing so, we can:

- Raise awareness among our school community about potential risks in the local area (e.g. known trouble spots or concerns around peer groups).
- Share relevant concerns with staff in other schools if their pupils are involved in off-site bullying.
- Consult with local police or youth service representatives, including those involved with sports clubs or community organisations.
- Support children and families to identify safe routes to and from school.

- Provide practical strategies and guidance to CYP and parents/carers on how to stay safe in the community and online, including safe use of mobile phones and internet safety.

Kings Park School is committed to supporting every child's right to feel safe—wherever they are.

Involvement of students

At Kings Park School, we are committed to creating a **safe, respectful, and inclusive environment** where all children and young people feel **heard, supported, and protected from bullying**.

To help achieve this, we will:

- Regularly seek the views of pupils about their experiences of bullying, including how safe they feel in school and the wider community.
- Gather feedback from the School Council to inform and improve our anti-bullying approach.
- Ensure all pupils know how to share worries or concerns about bullying, whether they are experiencing it themselves or have witnessed it.
- Clearly explain to pupils the possible consequences and supportive interventions for those involved in bullying behaviours.
- Involve pupils in school-wide anti-bullying activities and campaigns to promote positive relationships and raise awareness.
- Take part in national initiatives such as **Anti-Bullying Week** to strengthen our whole-school commitment to kindness and inclusion.
- Participate in the **Project Salus bullying survey** to monitor and evaluate pupil experiences.
- Ask pupils to complete an annual survey that includes their views on how bullying is addressed and how safe and supported they feel at school.
- Share information about external support services, helplines, and websites through displays, pupil resources, and the school website.
- Provide tailored support for both those who have been bullied and those who have engaged in bullying, helping to address any underlying social, emotional, or behavioural needs.
- Support pupils, through the School Council, to help identify and develop **peer anti-bullying mentors** who can promote a positive and respectful school culture.

This proactive and pupil-centred approach is central to our ethos at Kings Park School, where every voice matters and every child deserves to feel safe, through Kind Words, Positive Minds, and Strong Hearts.

Working with Parents and Carers to Tackle Bullying at Kings Park School

At Kings Park School, we believe that a strong partnership with parents and carers is essential in creating a **safe and supportive environment** for all children and young people. We are committed to working closely with families to prevent and respond to any incidents of bullying, whether they happen in school, online, or in the wider community.

We will:

- Ensure all parents and carers know who to contact at school if they have concerns about bullying.
- Respond to concerns raised by parents and carers as quickly and thoughtfully as possible.
- Make our **Complaints Procedure** clear and accessible and promote its availability via the policy section of our school website.
- Signpost parents and carers to trusted sources of **independent advice and support** for face-to-face and online bullying, with helpful links available on our website.
- Work with families and the wider community to help address issues beyond the school gates that may lead to bullying.
- Offer **anti-bullying and online safety workshops** for parents/carers, delivered by Project Salus and/or other external specialists.

We encourage and expect parents and carers to:

- Inform the school of any suspected bullying, even if it does not directly involve their child.
- Encourage their child to speak to a trusted adult in school if they experience or witness bullying, and include: Who, What, Where, and When.

- Support their child to respond safely and calmly and **discourage retaliation through aggression or violence**.
- If their child is involved in a bullying incident, work in open partnership with the school and listen to all relevant information and perspectives.

By working together, we can help ensure that every pupil at Kings Park School feels safe, understood, and supported.

9.0 LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

This Anti-Bullying Policy is closely aligned with a range of other policies, procedures, and curriculum areas at Kings Park School. Together, they form a comprehensive framework to promote pupil safety, wellbeing, and respectful relationships across all aspects of school life.

Linked documents and areas of practice include:

- **Behaviour and Relationship Policy**
- **Complaints Policy**
- **Confidentiality Policy**
- **Online Safety Policy**
- **Equality and Diversity Policy**
- **Safeguarding and Child Protection Policy**
- **Child-on-Child Abuse Policy**
- Procedures for recording and responding to **racial incidents**, **sexual harassment**, and/or **sexual violence**.
- The delivery of **SMSC**, **PSHE**, **Relationships and Sex Education (RSE)**, and the **ICT curriculum**, including teaching linked to the **Prevent Duty** and broader safeguarding themes.

These connections ensure that our approach to bullying is consistent, joined up, and fully embedded within the wider ethos, curriculum, and safeguarding culture of Kings Park School.

10.0 CONTINUOUS PROFESSIONAL DEVELOPMENT

At Kings Park School, all staff will receive ongoing training to ensure a confident and consistent approach to preventing and responding to bullying, including cyberbullying.

This will include:

- **Targeted safeguarding and online safety training**, including statutory updates.
- **Active participation in PSHE lessons** to promote healthy relationships and digital safety.
- **Engagement in national awareness events**, such as **Anti-Bullying Week** and **Safer Internet Day**, to strengthen whole-school understanding and involvement.

This training supports staff in delivering effective education around **E-Safety**, **online behaviour**, and **cyberbullying**, while also helping to identify and support pupils who may be at risk.

Ongoing monitoring and pupil voice activities will be coordinated through **School Council meetings**, with oversight and guidance provided by the school's **Anti-Bullying Lead** and supported by our trained **Anti-Bullying Peer Mentors**. This ensures that our practice remains pupil-informed, responsive, and embedded throughout the school community.

11.0 MONITORING AND REVIEW

This policy will be monitored and reviewed annually unless statutory guidance dictates otherwise.

The Headteacher will report to the governing body on incidents of bullying and their outcomes (Please see child on child abuse policy for acts of sexual harassment and sexual violence).

Any issues identified through the monitoring of this policy will be incorporated into the school action plan. The school Deputy Headteacher with lead responsibility of well-being and pastoral care, will be the named Anti-Bullying Co-ordinator who is responsible for how the school uses the guidance by the DfE, Reviewed and updated September 2022 the Anti-Bullying Alliance (ABA) and the current Project Salus Anti bullying safe school status, to inform its action planning to prevent and tackle bullying.

12.0 RESPONSIBILITIES

It is the responsibility of:

- The Headteacher and Deputy Headteacher to take a lead role in monitoring and reviewing this policy & are responsible for co-ordinating and strengthening the schools' approach to anti-bullying.
- The 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.
- Students to abide by the policy.
- Parents/carers to abide by the policy.

13.0 USEFUL ORGANISATIONS RELATING TO ANTI-BULLYING

1. www.childline.org.uk - get help and advice about a wide range of issues, talk to a counsellor online, send ChildLine an email or post on the message boards.
2. www.cybermentors.org.uk - A social networking place where you can find out about bullying and what you can do about it and also talk to mentors your own age.
3. www.bullying.co.uk - bullying at work, cyberbullying, and find out how you can deal with it from leading bullying organisation Bullying UK.
4. www.need2know.co.uk/beatbullying/ - Helpful articles on how to deal with issues around bullying.
5. www.antibullying.net/ - The Anti-Bullying Network is an independent operation with the following objectives:
 - to support anti-bullying work in schools.
 - to provide a free website.
 - and to offer an antibullying service which will include the provision of training, publications and consultancy services.
6. www.ypas.org.uk - committed to supporting young people aged 10 to 25 years in a safe environment with a primary focus on respect and acceptance.
7. www.education-otherwise.org - a UK charity offering information and support to home educating families.
8. www.cruelatschool.co.uk - website aimed at other families whose children are or have been bullied at school.
9. www.cctvcameraworld.com/what-is-cyberbullying-and-how-to-prevent-it.html

This policy will be reviewed by the Senior Leaders every year. At every review, the policy will be approved by the Chair of Governors.