



King Arthur's School

Anti-Bullying Policy

King Arthur's Document Control Table	
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Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. *(DofE Preventing and tackling bullying July 2017)*

The School's View

King Arthur's School believe that by effectively preventing and tackling bullying, we can help to create a safe environment where students are able to learn and fulfil their potential. Bullying of any kind is unacceptable and the purpose of this policy is to put into place a consistent approach for dealing with it. No school is without bullying but it is essential that bullying is dealt with swiftly and consistently as soon as it is recognised.

The policy's primary objective is to ensure that members of the school community are clear about their roles and responsibilities, and how to manage a bullying incident if it occurs. King Arthur's School wishes to develop an anti-bullying culture, which is consistent with the positive ethos of the school.

Bullying is not confined to school and this policy aims to make students aware of what action they can take both now and in their adult lives, whether as victims of bullying, or as bystanders.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour could be a criminal offence. At King Arthur's School if we feel that an offence may have been committed we would seek assistance from the police i.e. under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.



What is bullying?

Definitions of bullying:

Bullying can be defined as 'deliberate hurtful behaviour repeated over a period of time.' Bullying involves an imbalance of power between the perpetrator and the victim.

Bullying can be:

- Emotional - being unfriendly, excluding or tormenting.
- Physical - pushing, kicking, hitting, punching or any other use of violence, destroying another student's possessions, throwing things at another student.
- Racist - racial taunts, graffiti, or gestures
- Sexual - unwanted physical contact or sexually abusive comments, including sexual inappropriate language.
- Homophobic - behaving or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.
- Verbal - name calling, sarcasm, spreading rumours, teasing.
- Cyber - threats or hurtful comments through misuse of the internet, including emails and chat rooms, text messages or phone calls or misuse of camera or video technology.

Cyber-bullying

Cyber bullying uses technology to harm a person, group of people or a relationship, and can happen both inside and outside of school and at any time of the day or night. Technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. The Education Act 2011 allows staff when formally authorised by the head teacher to seize an electronic device where there is good reason to do so (parental consent is not needed to search through a young person's electronic devices). If a member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

Bullying differs from 'friendship fall out' or other aggressive behaviour where students of equal strength/standing quarrel or fight. Therefore, it is important that students, staff, and parents are aware that not all negative actions, on investigation, can be defined as bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. These may include:

- is unwilling to go to school (school phobic)
- becomes withdrawn, anxious, or lacking in confidence.
- begins to achieve poorly in schoolwork.
- comes home with clothes torn or books damaged.
- has possessions which are damaged or "go missing."



- has unexplained cuts or bruises.
- becomes aggressive, disruptive, or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is afraid to use the internet or mobile phone.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. These are illustrative examples and not an exhaustive list.

Roles and Responsibilities

Whenever a student experiences bullying, it should be reported, whether by the victim, friends of the victim, bystanders or via parents, who should contact the school. Information can be reported to a teacher, teaching assistant, pastoral team member, a tutor, the Head of Year or member of the Senior Leadership Team.

All staff should first immediately secure the safety of the young person before following the school's procedures. If you have a Child Protection concern as the student is at risk you should report it to Somerset Direct or to the school's Designated Safeguarding Lead (Rebecca Smith) or their deputy (Jonty Archibald, Rebecca Smith, Vicki Cornish, Sarah Legg, Claire Pattemore, Christabel Gale)

The Academy Committee, Head teacher and staff will ensure that the policy is implemented equally in all cases, without regard to ethnic origin, cultural differences, gender, disability, or sexuality issues. They will ensure that students are listened to and that their concerns are appropriately addressed. Cases will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying or the identity of the perpetrators.

Parents and carers will be encouraged to work in partnership with the school in order that high standards of behaviour are maintained both in and out of school, and that students respect both similarities and differences between themselves and other members of the school and the wider community.

Responsibilities of Staff

- Promote a climate of mutual respect.
- Take seriously every reported incidence of suspected bullying and investigate it promptly.
- Deal with all cases of bullying in line with the school procedures.
- Follow up any concern raised by a parent or student and report back promptly on the action taken.
- Monitor the on-line 'Be Kind' portal and take appropriate action
- Support students who are being bullied and help bullies to change their behaviour.
- Provide training for all staff on recognising and dealing with bullying.
- Provide opportunities in the curriculum for students to discuss bullying and gain greater awareness of its destructiveness.
- Request the support of outside agencies where appropriate.



- Ensure that bullying concerns are appropriately logged on the school MIS as bullying incidents identifying perpetrators and victims and on My Concern as appropriate.

Responsibility of Students

- Report any incidents of bullying, whether carried out by another student or by an adult.
- Use the on-line 'Be Kind' Portal to report Bullying in regards to self or others
- Avoid becoming involved with any kind of bullying even if it means becoming unpopular with the bully.
- Be encouraged to stop bullying by being an active bystander:
 - Not watching but fetching help
 - Showing disapproval
 - Supporting students who may be bullied.
 - Try to intervene when someone is being bullied (unless it is unsafe to do so).

Responsibility of Parents

- Report to the school any form of bullying even if it is not their child.
- Watch for any signs of bullying.
- Encourage their children to speak to a member of staff.
- Advise their children not to retaliate violently to any form of bullying.
- Be sympathetic and supportive of their children, reassuring them that appropriate action will be taken.
- Cooperate with the school in trying to resolve bullying issues.
- Report any On-Line Bullying to the police and inform school of actions taken

Dealing with bullying

The King Arthur's School adopts a three-stage approach to dealing with bullying:

Stage 1:

At King Arthur's School, we believe that a response to bullying should not start at the point at which a child has been bullied. We believe in creating a safe learning environment and anti-bullying culture. Successful schools create an environment that prevents bullying from being a serious problem in the first place.

The first stage is on-going, and involves measures designed to encourage students to behave positively towards one another, thereby discouraging bullying.

At King Arthurs School, we:



- Use opportunities for students to discuss bullying issues; in tutor time, PSHEE, dedicated events and The Student Voice, Anti-bullying week in November.
- We supervise students during non-lesson times.
- We provide safe places for vulnerable students to go at break times and lunchtimes i.e. buddy club
- Our Pastoral Team are available to intervene or discuss issues.
- Parental Information Evenings i.e. Internet safety.
- We track vulnerable students who are more likely to be the target of bullying (SEND, LAC, Young Carers, students who suffer from ill health, those going through a family crisis).
- Staff and older students reinforce our values.
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference.
- Teach children that using any prejudice-based language is unacceptable and this is monitored through the use of student voice & surveys.
- Provide effective staff training i.e. OK2BU accumulating in the Introduction of the Diversity Group.
- Use specialised staff from groups to help students and staff understand the needs of our students i.e. Somerset LGBT and Young Carers
- Hold events to break stereotypes i.e. 'Cuppa with a Coppa.'
- To create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying.
- We celebrate success to help promote a positive school ethos.

Stage 2

At King Arthur's School, we try to make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Students are able to report bullying which may have occurred outside school including cyber-bullying. They can talk to their friends, prefects, tutors, members of support staff, Pastoral Team, school nurse or school chaplain. There is the opportunity for students to report concerns of bullying behaviour through the 'Be Kind' link on the Student Portal.

If bullying occurs: The Restorative Approach

This approach encourages the reporting of incidents by reducing the victims' anxieties about repercussions and educates the perpetrators. It may be appropriate to monitor the situation in the first instance and work closely with parents and the victim to discuss if any action should be taken. It may be appropriate to hold a Restorative Justice meeting with all those involved. This might mean asking students, staff, and parents to share their views within a meeting with a facilitator who would ensure that all participants were able to say how they had been affected by the bullying behaviour and what needed to change. A 'Moving Forward' strategy is then agreed upon. All incidents will be logged on My Concern and/or the school MIS. The situation would be monitored and reviewed. Interventions will be put in place depending on the individual circumstances and the level of need. Support will be provided to both the bully and the student



being bullied. Part of the graduated response strategy enables students to be educated around the effects of their behaviour and actions, with a reflective approach taken. A range of support strategies will be tried, including the use of outside agencies if appropriate.

Support strategies may include:

- A safe place at break and lunch (C1, Library, Pastoral Office)
- Exit card.
- Circle of friends.
- Counsellor.
- Member of staff on duty.
- Key Worker.
- Buddy Club.
- Use of External agencies i.e. school nurse, OK2BU, Young Carers, YOT.
- Police Community Support Officer
- Referral to Emotional Literacy Support Assistant (ELSA).
- Referral to Child and Adolescent Mental Health Services (CAMHS).

Stage 3

If those involved in bullying do not respond to the Restorative Approach or bullying has persisted over time:

A range of sanctions will be used by the school when dealing with the bully. The sanction used will vary from case to case and will depend on:

- The nature and severity of the incident.
- Whether there have been previous cases.
- The level of detail in the supporting evidence.

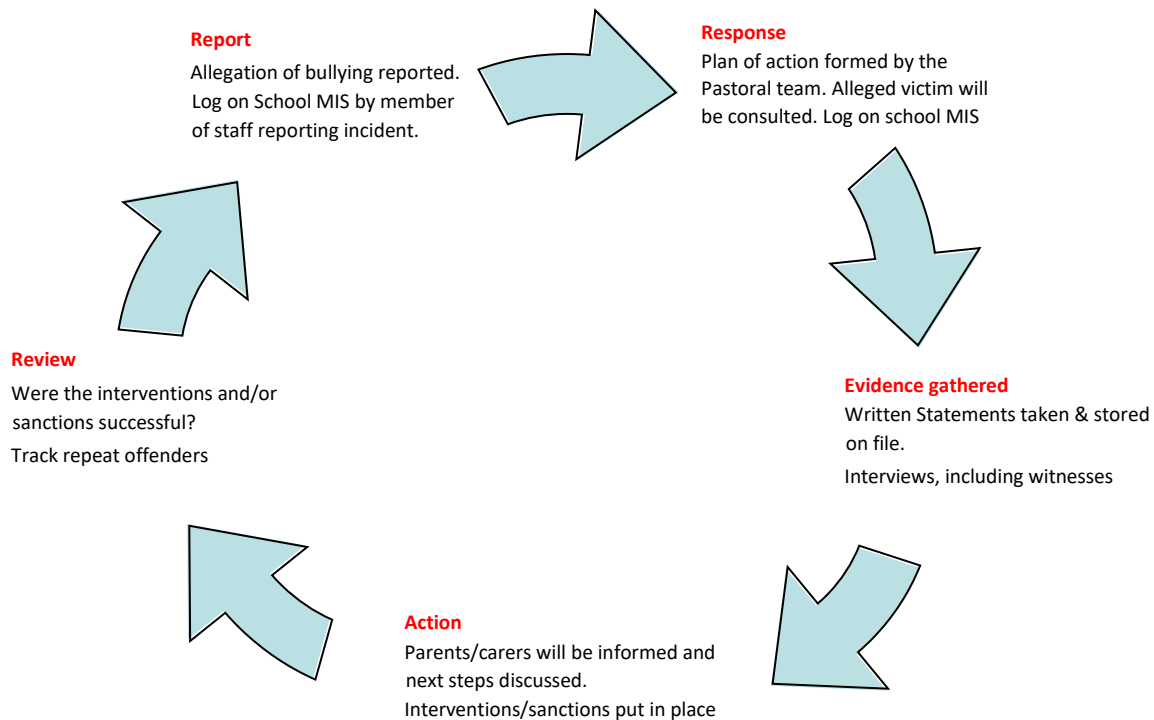
Sanctions that can be given to the bully include:

- Verbal warning.
- Restorative conversation with the bullied student.
- Break, lunch or after school detention.
- Removal of privileges.
- Removal from a lesson or change of a teaching group.
- Internal exclusion.
- Fixed term exclusion for half a day or longer.
- Academy Committee disciplinary panel.
- Separate on site provision for a period of time determined by the Head teacher.
- Permanent exclusion.



In applying exclusion, the school will take account of the Department of Education Exclusions guidance. For confidentiality reasons, the sanction applied to the bully cannot be discussed with the student being bullied or their parents. All cases of suspected bullying will be investigated by a member of The Pastoral Team.

In the event of racist bullying or other hate crimes a separate incident form will be completed for internal, LA records and for reporting to Academy Committee Representatives.



Specialist organisations

The following organisations provide support for parents dealing with specific bullying issues including the social, mental, or emotional affects caused by bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals, and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Cyber-bullying and online safety

[Childnet](#) - specialist resources for young people to raise awareness of online safety and how to protect themselves.

[Internet Matters](#) provides help to keep children safe in the digital world.



[Think U Know](#) - resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers, and teachers.

[The UK Council for Internet Safety](#) (UKCIS) has produced a range of resources for schools, colleges, and parents about how to keep children safe online and responding to incidents of 'sexting.'

LGBT

[Barnardos through its LGBTQ Hub](#) offers guidance to young people, parents, and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

[EACH \(Educational Action Challenging Homophobia\)](#) provides a national Freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

[Proud Trust](#) helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#) offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#) is a LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

[Mencap](#) represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Anti-bullying Alliance](#) - advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying, including cyberbullying.

Mental health

[MindEd](#) provides a free online training tool for adults that are also available to schools. It provides simple, clear guidance on mental health and includes information on identifying, understanding, and supporting children who are bullied.

[CAMHS](#) Child and Adolescent Mental Health Service

Race, religion and nationality

[Anne Frank Trust](#) runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.



[Educate Against Hate](#) provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#) provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Tell MAMA Measuring Anti-Muslim Attacks](#) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Sexual harassment and sexual bullying

[Ending Violence Against Women and Girls \(EVAW\): A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#) - a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#) provides advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.