



KING HENRY VIII SCHOOL

Anti-Bullying Policy November 2022

Name of policy	Date reviewed	By whom	Next review	Responsibility
Anti-Bullying Policy	November 2022	Dr M Cuthbert Deputy Head	Annually November 2023	Dr M Cuthbert

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1 Introduction

- 1.1 We strive to create a whole school positive culture in which all members of the school communities feel safe and assured, and treat each other with respect and politeness, particularly regarding individual differences. To this end, bullying will be eradicated.
- 1.2 This policy should be read and understood in the context of our Behaviour Policy, our Child Protection Policy, and our Personal, Social, and Health education (PSHE) Policy.
- 1.3 This policy has been written in the context of our responsibilities under:
 - The Equality Act 2010. The Act makes it unlawful in England and Wales for the responsible body of a school to discriminate against, harass or victimise a pupil, exclude them or subject them to any other detriment.
 - The Independent School Standards Regulations 2014.
- 1.4 A bullying incident will be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Should this be the case, staff will follow the procedures within their school Child Protection Policy in dealing with the concern.
- 1.5 External services may be accessed to tackle any underlying issues which have contributed to a child engaging in bullying.

2 Defining bullying

- 2.1 The Anti-Bullying Alliance defines bullying as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”. The power imbalance makes it hard for those being bullied to defend themselves. It may be motivated by prejudice. Bullying may be physically seen or felt, experienced online or psychologically, and includes social isolation or intimidation, as well as any violent threat.
- 2.2 Keeping Children Safe in Education 2022 makes it mandatory that all staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff should be clear as to the school’s policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Child-on-child abuse includes bullying in the form of cyberbullying, prejudice-based and discriminatory bullying.
- 2.3 Bullying can take many forms, including:
 - Cyber: using electronic communications including email, mobile phones, text/multimedia messaging, photographs/video, online profiling, websites, social networks, and instant messaging. This is done with the intent to frighten, embarrass or harass the victim. This

can happen at any time of day in some of our schools with a wide audience and more accessories through the sharing of the contents;

- Disability: because of, or focusing on, the issue of a person's disability;
- Emotional: isolating, being unfriendly, upsetting (e.g. hiding items, threatening gestures);
- Homophobic or Transphobic: bullying a person due to, or focusing on, the issues of sexuality and/or gender identity;
- Physical: slapping, barging, pushing, kicking, hitting, punching or any use of violence inflicted on another individual;
- Racist/Cultural/Religious: racial, cultural or religious taunts, comments or gestures;
- Sexual: sexually harassing and/or abusive taunts, comments or gestures; and
- Verbal: name calling, sarcasm, spreading rumours.

It is our view that bullying is a choice of behaviour by the individual(s) and that anyone can be supported to change their behaviour.

- 2.4 Our school should be an inclusive environment, where differences are respected and diversity is welcomed in all members of our communities and in society generally.
- 2.5 Our school provides a safe environment and dealing with bullying is a key aspect for all members of the school to deal with. Pupils have the right to feel safe, secure and valued.
- 2.6 We support a range of positive strategies to deal with bullying. Reducing bullying through fear, humiliation or ridicule is employing the same mechanisms used by some bullies. As such, we actively challenge these approaches.
- 2.7 Bullying is extremely serious, as shown by the tragic experiences of some victims. It can result in long-term psychological trauma and, in extreme cases, suicide. It is often motivated by prejudice, for example, targeting race, religion, gender, sexual orientation, gender identity, special educational needs and/or disability, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Any prejudice-based language is unacceptable.
- 2.8 Bullying is not a criminal offence. However, criminal laws in the UK are relevant to harassment and threatening behaviour. If a criminal offence might have been committed, our staff will seek assistance from the police.
- 2.9 School trips and external visits are a regular part of school life, and this policy applies in full when pupils are off site or on work connected to the school. Additionally, teachers have the power to discipline pupils in a reasonable way for conduct on and off the school premises. As such, any bullying incidents occurring off the premises, such as on public transport, school buses or in the local community, will fall under this policy and be treated accordingly. If the matter involves criminal activity, the police will always be informed.
- 2.10 Bullying which is deemed to be illegal must be reported to the police.

3 Objectives

- 3.1 Our policy is implemented whenever the school is responsible for the conduct and welfare of its pupils. The Senior Leadership Team and all staff are responsible for its implementation.
- 3.2 Our objectives are to:
- Ensure pupils understand fully what is meant by bullying and to understand that bullying in any form will not be tolerated by the school community;
 - Make it simple for pupils to report bullying so that they feel confident that they will be listened to and incidents acted upon;
 - Ensure parents feel confident that bullying incidents will be firmly dealt with by the school;
 - Provide a safe environment and promote an inclusive ethos in the school where pupils can discuss the cause of bullying without fear of further bullying or discrimination;
 - Raise staff awareness of the presence of different types of bullying, and an awareness of groups of pupils who are bullied disproportionately;
 - Establish guidelines for action where bullying is evident;
 - Develop a range of effective strategies for pupils to learn about moral and social issues;
 - Ensure pupils are able to explain how we expect them to behave; and
 - Celebrate success as an important way of creating a positive school ethos around anti-bullying.

4 Our Procedures

- 4.1 Effective staff training is an important aspect of our work to prevent and tackle bullying, including the different types of bullying. All staff will have relevant training annually and understand the importance of this policy. In particular, our Senior Leadership Teams ensure that all staff understand the principles and purpose of this policy, the legal responsibilities, how to resolve problems and where to seek support.
- 4.2 We all understand that bullying can occur in any school and that we have a responsibility to be vigilant for incidents, especially at times and in places where it is more likely to occur. We ensure that the physical layout of our buildings and our safety mechanisms, such as CCTV, all help to discourage and reduce the risk of bullying. Pupil voice is used as a means of understanding the scope of where it might be prevalent.
- 4.3 Staff are supported to feel confident to consistently tackle all forms of bullying and pupils are empowered to say “no” to bullying, especially should they be observing or peripheral.
- 4.4 If a member of staff suspects that bullying is taking place, or a disclosure is made to them about an incident of bullying, they should always consult a senior member of staff. Under the guidance of a senior staff member, an age-appropriate investigation will take place. Separate meetings, at which all conversations should be recorded in writing, should be arranged with those involved to establish their version of events and assure them that the situation will be dealt with sensitively but firmly and fully.
- 4.5 Parents of both parties are always kept fully informed about how the alleged bullying is being handled.
- 4.6 Bullying behaviour will often be addressed through the provision of counselling for all parties involved, and a sanction in keeping with the school’s Behaviour Policy. A proven allegation of serious bullying will result in suspension or exclusion, with the possible involvement of the

police. Following the incident, a senior staff member oversees the monitoring of the situation, liaising directly with the relevant teacher to check that further bullying is not occurring.

- 4.7 Parents are asked to keep the school and staff informed of any concerns and encourage their child to report any incidents immediately to an appropriate staff member. The Head will ensure that the incident and any action taken are formally recorded in the behaviour incident log.

5 Serious Misconduct Investigation (Child on Child – Bullying) Procedure

These procedures are designed to reflect the School's Behaviour Policy, to ensure fairness and justice and to promote co-operation between the School and parents in dealing with disciplinary matters involving a pupil(s) from the School. In every situation, the school will be mindful that children make mistakes and every reasonable support will be put in place to enable a pupil to move on following a disciplinary incident.

- 5.1 If Pastoral Leads receive a disclosure that a pupil has experienced any form of bullying, including, cyberbullying, prejudiced or discriminatory based bullying (Child on Child Abuse) from any source such as the pupil themselves, a witness, staff member or parent, then a Serious Misconduct Investigation is initiated.
- 5.2 The investigation is coordinated by a Lead Investigator (LI) (Head of Year, Deputy Head), The LI undertakes all pupil interviews with a support member of staff (member of the pastoral team) present to offer support to the pupil. Where a pupil(s) has been injured as result of an incident, then medical treatment should be sought from the school nurse prior to the meeting with the alleged victim.
- 5.3 If the disclosure has not been reported by the parent, then the LI will inform the parent of the alleged victim as soon as possible that the disclosure has been made and that the disclosure will be formally investigated. The LI may provide a summary of the procedure for the parent.
- 5.4 If appropriate, the LI, with the support member of staff, will interview the alleged victim to get a clear and signed statement from the alleged victim. The statement will list the names of any possible witnesses and the alleged perpetrator/s. In most cases, the anonymity of the pupil/s who are potential victims will be preserved.
- 5.5 The LI, with the support staff member, will then interview any witnesses in the same way. If it is thought that the allegation is significantly serious or there is a suspicion that a witness could be a possible perpetrator then the parent of the witness will be informed about the interview before it takes place.
- 5.6 A pupil who is interviewed as an alleged perpetrator may be withdrawn from lessons, and placed in supervised isolation within School, to facilitate the investigation. Parents should be contacted by the LI in advance of the interview. The LI should explain the situation and the process that is to be undertaken.
- 5.7 If appropriate, mobile devices will be temporarily confiscated from a pupil. With their consent, and in the presence of the pupil, the contents of the mobile device may be examined. If the mobile phone potentially contains youth produced imagery, then the phone will not be looked at by staff but handed over to the parent of the pupil. In this case, information will be

reported to the police. The school does not search mobile devices to gain further information. However, if the school has serious cause for concern about the content of a phone, we will seek advice from the Police via the Public Protection and Investigation Unit about gathering evidence. We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including, where necessary, deletion of inappropriate images or files on electronic devices, including mobile phones. We use this power under the specific authority of the Heads only and where there is good reason to do so, i.e., that it could be used to harm children, disrupt teaching, or break the school rules. We do not search pupils in a blanket fashion.

- 5.8 Following the initial, collection of pupil statements: (i) if it is felt that the continued presence of a pupil(s) in the school potentially impacts upon the personal safety or well-being of themselves, or any member of the school community, or jeopardises the effectiveness of the investigation, the School reserves the right to send the pupil(s) home whilst the investigation is undertaken. This is a neutral act, not implying guilt, and is minimised to avoid excessive loss of schooling.
- 5.9 Parent(s)/Carer(s) would be asked to collect the pupil. If it is not possible for the pupil to return home before the formal end to the school day, they will be withdrawn from all School activities for the remainder of the day and will remain under the supervision of a member of staff. The supervision may be 'remote' in that the pupil is held adjacent to a room occupied by that member of staff. If the investigation continues into further days, the pupil is required to remain at home and may not come into School.
- 5.10 Pupils may be temporarily excluded from school should they be found at this stage, to have put others at risk of significant harm, e.g. have threatened a pupil with an offensive weapon. In such an instance the police would also be informed.
- 5.11 The immediate priority is to stop the bullying, so instances will be dealt with without delay. The schools take the standpoint that most pupils involved in bullying do not intend to cause significant harm. As a first recourse, those who bully will be counselled by pastoral staff, an appeal will be made to 'better nature' and a commitment to correct the behaviour will be elicited. The bully should apologise to the victim.
- 5.12 Work is provided for the pupil to do at home for the absence required. This work will be co-ordinated by the Head of Year.
- 5.13 Parents of any pupil who is being investigated for alleged bullying or is an alleged victim will be notified of the nature of the allegation / incident on the day, following the initial, informal meeting which gathers the facts / evidence.
- 5.14 For less serious incidents for which the maximum sanction is no higher than of a Head's Detention, parents and pupil(s) will be asked to attend a meeting with the Deputy Head/Head of Year to discuss the matter in hand with the purpose of reaching a satisfactory resolution as quickly as possible. This resolution will include the imposition of an appropriate sanction and, just as importantly, support for the pupil to bring closure and enable them to move forward to make their time at school, and that of any others involved, happy and successful. A Head of Year or tutor will be present at the meeting in a supportive capacity for the pupil. The school takes a solution-focused approach, which seeks to address the misconduct, the reasons for it and then agree strategies for improvement or change in behaviour. Following the meeting a letter will be sent to the parents to confirm the details of the misdemeanour and the outcome.

- 5.15 For incidents that may lead to a fixed term or permanent exclusion, parents will be contacted by telephone and/or email and asked to attend a Disciplinary Meeting with their child in School, which will be chaired by the Head. Also present at that meeting will be the Lead Investigator, a member of staff to support the pupil and a Minute-Taker. Prior to the Meeting, the School's Behaviour Policy will be emailed to parents. This document will also be made available at the Meeting.
- 5.16 The Head will consider the complaint(s) / allegation(s) and the evidence, including statements made by and/or on behalf of the pupil. Unless the Head considers that further investigation is needed, a decision will be made as to whether the complaint(s) / allegation(s) has been sufficiently proved. The standard of proof shall be the civil standard, i.e., the *balance of probabilities*. Appropriate reliance may be placed on hearsay evidence, but the Head will not normally refer to the pupil's disciplinary record at this stage.
- 5.17 In deciding on the sanction, the Head will consider any further statement which the pupil and/or others present wish to make. The pupil's disciplinary record will also be considered at this point. Consideration will also be given to any support required by the perpetrator, victim or witnesses. This may be in school, or a referral may be made to external agencies.
- 5.18 Throughout this process, it is important for the school to understand the motivation behind any bullying and whether it reveals any cause for concern about the safety of the alleged perpetrator. This is because they may need support themselves.
- 5.19 Our school uses restorative practice which includes a facilitated meeting being held to enable individuals and groups to work together to improve their mutual understanding of what has taken place and to jointly agree the best solution moving forwards. Sometimes a less formal approach is used with the same principles in place, depending on the nature of the incident. Restorative practice provides an opportunity for everyone to reflect on how they interact with each other and consider how best to prevent harm and conflict, recognising everyone has a part to play and is responsible as such.
- 5.20 Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and to ensure that they face up to the harm that they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused. Sanctions available are detailed in the school's Behaviour Policy and will be applied fairly, consistently and reasonably, taking into account the needs of vulnerable pupils. Ultimately, bullies will not be tolerated at this school and permanent exclusion (expulsion) will be used if, at the Head's discretion, it is considered appropriate and that the relevant procedures have been followed accordingly.
- 5.21 Incidents of bullying will be recorded by relevant pastoral staff and added to the Designated Safeguarding Lead's Child on Child Abuse register. This will enable patterns to be identified, and keeping records of bullying incidents will also enable the school to:
- Manage individual cases effectively;
 - Monitor and evaluate the effectiveness of strategies;
 - Celebrate the anti-bullying work of the school; and
 - Respond effectively and swiftly to concerns from parents.

6 Preventative Strategies

- 6.1 As a school that provides opportunities for success for all, we create an environment that prevents bullying from being a serious problem in the first place.
- 6.2 Staff are proactive in gathering pastoral information about issues between pupils which might provoke conflict. Hence, actions can be taken, and strategies developed to prevent bullying occurring in the first place. The curriculum offers scope to talk with pupils about issues of difference. Events such as special assemblies are also used to emphasise the school attitudes. We keep lines of communication open, so pupils feel included.
- 6.3 We are aware that schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, British values, and a clear understanding of how our actions affect others permeate the whole school environment. We reinforce these messages through the behaviour and attitudes of our staff, who set an excellent example.
- 6.4 At King Henry VIII School, we have a strong team of anti-bullying ambassadors lead by our Assistant Head Pastoral. The ambassadors undergo training through the Princess Diana Award and regularly lead on assemblies and lunch time support of their peers. Our trained anti-bullying ambassadors are available to help in the anti-bullying hub (E5), every lunch time at 1:30 pm. Pupils can also 'post' a request for help in one of the four My Concern post boxes around the school.

7 Successful Intervention Strategies

- 7.1 We apply sanction measures to pupils who bully in order to demonstrate to them and the wider community that their behaviour is wrong. In accordance with our Behaviour Policy, we apply sanctions fairly, consistently and reasonably, taking into account any special educational needs or disabilities that pupils may have and taking into account the needs of vulnerable pupils.
- 7.2 We carefully consider the motivating factors which may have influenced the bullying behaviour and whether it indicates any concerns for the safety and/or safeguarding needs of the perpetrator. Where this is the case, the child engaging in the bullying behaviour may need support themselves.
- 7.3 We involve parents to ensure that they are clear that the school does not tolerate bullying and that they are aware of the procedures to follow if they believe that their child is being bullied. We make sure that our parents feel confident that we will take any complaint about bullying seriously and resolve the issue in a way which protects the child.
- 7.4 We involve pupils so they understand our approach towards bullying and so they are clear in the part they have to play to prevent bullying, including when they find themselves as bystanders.
- 7.5 We annually evaluate our approach and ensure that our policy and practice is up to date.
- 7.6 We make sure that the consequences of bullying reflect the seriousness of the incident, so that others see that bullying is unacceptable.

- 7.7 We teach pupils that using any prejudice-based language is unacceptable and will not be tolerated.
- 7.8 We work with the wider community, such as the police and children’s services, where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- 7.9 We make it easy for pupils to report bullying so that they feel assured that they will be listened to and incidents acted upon.
- 7.10 We draw on the expertise of specialist organisations with a proven track record in dealing with bullying to ensure our practices are effective and keep children safe.
- 7.11 We ensure that notices are placed around school which provide appropriate telephone numbers and email addresses for children to contact organisations such as ChildLine, Kidscape and CEOP.
- 7.12 We listen to our pupils’ voice at all times and act accordingly.
- 7.13 We aim to use restorative approaches in school which focus on reconciliation with those who have been harmed. This enables all those affected by any incident to play a part in repairing the harm and finding a positive way forward, enabling everyone to prevent conflict and build relationships.

8 Monitoring and Evaluation

- 8.1 Each Head is responsible for maintaining a behaviour log which includes instances of bullying.
- 8.2 The Heads are responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.
- 8.3 Heads report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the governing body.
- 8.4 Where there are concerns regarding the school’s approach to dealing with bullying, these will be explored by the Safeguarding lead governor.

9 Advice and Guidance for Pupils

- Bullying is unacceptable. Unfortunately, at times it happens in all schools and also in workplaces. It happens to children and adults, but it will only thrive where there is silence and fear.
- We have a “Speak Out” Policy.
- If you are bullied remember that there is nothing wrong with you. Do not blame yourself for what has happened. You have taken the correct action by reporting the incident.
- Do not retaliate or, in the case of cyberbullying, return the message or continue with the conversation. Block contacts, change contact details. In all cases save the evidence and report the incident.
- Take action if you see bullying occurring. Watching and doing nothing can suggest support for the bully. ‘Speak Out’.

- Do not tolerate bullies in your circle of friends. If anyone is acting badly, tell them – ‘Speak Out’. Do not be fearful of them. Do they need help?
- Although it may be difficult, ‘Speak Out’ – whether you are a victim, an onlooker, or are directly involved in bullying, tell an adult in School, your Form Prefect, Peer Supporter, or a friend who will act on your behalf in telling an adult. You could also hand a note into the School Office in an envelope with the member of staff’s name on it whom you wish it to go to.
- If you are bullying and need someone to talk to about the difficulties you are having, seek out a member of staff, the school nurse or friend to act on your behalf. ‘Speak Out’ before being found out.

10 Advice and Guidance for Parents

- Watch for signs of distress in your children. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising.
- Take an active interest in your child’s social life. Discuss friendships, how break/lunchtime is spent and the journey to and from school.
- First, tell them that their concerns are taken seriously and reassure them that telling you was the right thing to do.
- Advise them to avoid places where bullying is likely to happen and to tell an adult in school, for trusted adult. Reassure them that they will be given support. Bullies only thrive when they know their actions will go unreported.
- Discuss the incident with your child. Make a note of what they tell you. Keep a written record if the bullying persists. Should cyberbullying occur your child should save text messages, take screen shots, print out conversations and note web addresses. These and a written record will provide supportive evidence regarding who, what, where and when.
- Contact the Form Tutor/Year Head. Aim to devise strategies that will provide your child with support inside and outside school.
- Do not encourage your child to retaliate. It will only make matters worse. Such behaviour could be contrary to their nature. More positively, encourage your child to build up their friendship group.
- Advise your child not to buy the bully off with ‘presents’, (sweets, lunch, drinks etc) and that they should not give in to demands for money or for their property. If the latter happens, they should tell an adult immediately.
- If the plan of action devised by the Form Tutor/Year Head does not result in an end to the bullying, then contact the school again.
- CASES OUTSIDE SCHOOL
- Whilst schools are not directly responsible for bullying that occurs off the premises, we would endeavour to offer support to a pupil in school if there are difficulties. In serious

cases parents may wish to contact a solicitor and ask for a letter to be sent to the bully's parents, informing them of the legal consequences of a recurrence of such behaviour.

- Cyberbullying is unacceptable inside or outside school. Any incident involving the use of information technology to bully/defame fellow pupils or staff occurring outside school but impacting in school will be investigated, and suitable action will be taken.

- The following advice is given to pupils and is published in the Homework Diary:

Bullying

We believe that every pupil at King Henry VIII School has the right to enjoy their learning and leisure time in a supportive, safe and caring environment, free from the fear of intimidation or bullying.

Bullying is wrong and will not be tolerated.

Bullying can occur through several types of anti-social behaviour. It can be:

- | | | |
|---|-----------------------------|--|
| a | Physical | <i>kicking, hitting, taking belongings</i> |
| b | Verbal | <i>name calling, making offensive remarks about a person</i> |
| c | Indirect | <i>spreading nasty stories about someone, refusing a person the right to belong to a peer group or to join in certain activities, being made the subject of malicious rumours,</i> |
| d | Cyber | <i>Examples of cyber bullying include mean text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.</i> |
| e | Damage to Property or Theft | <i>stealing or spoiling something belonging to another person or threatening behaviour over property or money</i> |

If you or someone you know is being bullied, **TAKE ACTION.**

- Watching and doing nothing supports the bully.
- Tell someone you trust - a teacher/older student/your parent(s) immediately.
- Do not accept bullies as your friends. You cannot deal with a bully by yourself.
- Do not give in to the demands of a bully - do not try to win the bully over.

Any pupil who bullies another person in the ways outlined above will be dealt with carefully and thoroughly / sensitively.

Reporting bullying is not telling tales. If you do not report bullying, it may get worse.

ALL REPORTED INCIDENTS OF BULLYING WILL BE INVESTIGATED AND APPROPRIATE ACTION WILL BE TAKEN.

Who to turn to

It is important to know that there are people you can turn to if you wish to discuss problems or concerns. Whilst at school, you may wish to talk to any of the following to share your thoughts:

- Friends and fellow pupils
- Peer Support Groups
- Prefects
- Your Form Tutor
- Your Head of Year
- The School Nurse
- A teacher

If you wish to contact someone who is not connected to school, the following help is available:



Samaritans: 024 7667 8678




Beat 0845 634 7650

www.thinkuknow.co.uk



Further telephone numbers are available via the School Nurse on duty.

The following posters are on display around school and in Form Rooms:



anti-bullying@bkhs.org.uk
or visit the ABA Hub any lunchtime during the week.

Do you think you know what bullying is?
Bullying can be identified as **repeated, negative** behaviour that is **intended** to make others feel **upset, uncomfortable** or **unsafe**.

Ask yourself these questions:
Is it happening often? Is it intended to upset you?
Assess the situation!


What are the types and effects of bullying?

VERBAL	This can lead to	• low self-esteem
INDIRECT		• depression or anxiety
PHYSICAL		• mental health issues
CYBER		• socially isolated
		• struggling to concentrate
		• and more

If you are experiencing bullying behaviour or know someone who is, please REPORT IT!

You can contact Mrs Kaczur or any member of the Anti-bullying Ambassador team, your Form Tutor, Head of Year, the Safeguarding team or any trusted adult.

OUR SCHOOL DOES NOT TOLERATE BULLYING NEITHER SHOULD YOU



Dr M Cuthbert
Deputy Head
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Related documentation

Behaviour Policy

Safeguarding and Child Protection Policy

Exclusion Policy

Anti-Racism Policy

Keeping Children Safe in Education 2022