



Anti-Bullying Policy

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An academy within:





1. Statement Of Intent

Kelford School recognises there is a need to safeguard the welfare of all those within the school community and to encourage co-operation, tolerance and harmony. Kelford School is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils and strive to create a climate in which all children can fulfil their potential. Bullying of any kind is unacceptable at Kelford School. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively. Kelford School is an open 'Telling School' this means that even if the bullying target is too afraid to tell a teacher, all the bystanders know that it's their duty to do so and that they won't be accused of telling tales. It's a deterrent because the bully knows that he or she won't get away with it and anyone who knows that bullying is happening should be able to inform a member of staff in safety.

2. Legal Framework

This policy has been written in accordance with guidance, including, but not limited to:

- Malicious Communications Act 1988
- Protection from Harassment Act 1997
- Communications Act 2003
- Equality Act 2010
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2024) Behaviour in Schools – Advice for Headteachers
- DfE (2024) Keeping Children Safe in Education
- DfE Preventing bullying including cyberbullying

3. Statutory Implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.



The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously.

The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

4. Definition

Bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.



- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils who are or are perceived to be LGBTQ+

Types of Bullying:

- Physical Bullying
- Verbal Bullying
- Relational Bullying
- Online Bullying
- Sexual Harassment and Sexual Violence
- Prejudicial Bullying – bullying linked to a child's personal traits such as age, religion or belief, disability (Protected Characteristics)

Physical Bullying: Physical bullying involves any assault on a person's body, including hitting, kicking, tripping, or pushing. It can also extend to inappropriate hand gestures or stealing or breaking a victim's belongings.

Verbal Bullying: Verbal bullying involves using spoken or written words to insult or intimidate a victim. It includes name-calling, teasing, and even threats. Verbal bullying isn't always easy to recognise because it often takes place when authority figures aren't around. Moreover, a bully can pass it off as 'banter' between friends. As a result, it can be difficult for the victim to prove. Therefore, this form of bullying can become a long-term source of stress and anxiety.

Relational Bullying: Relational bullying, which is also referred to as relational aggression or social bullying, involves actions intended to harm a victim's reputation or relationships. It can include embarrassing the victim in public, spreading rumours, purposely leaving them out of social situations, or ostracising them from a group. This can also occur online through social media and messaging platforms.

Cyberbullying: Cyberbullying is bullying that happens via electronic devices like computers, smart phones, and tablets. It can take place over text messages, social media, apps, or online forums and involves posting or sending harmful content, including messages and photos, and sharing personal information that causes humiliation.

The school will be alert to instances of the sharing of indecent imagery of pupils amongst the school cohort, instances will be managed in line with the Child Protection and Safeguarding Policy.

Sexual Bullying: Sexual bullying is online or in-person bullying that involves sexual comments or actions, including sexual jokes and name-calling, crude gestures, spreading sexual rumours, sending sexual photos or videos, and touching or grabbing someone without permission. It can occur between two children of any age and can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.



Specific Types of Sexual Bullying

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Prejudicial Bullying: Prejudicial bullying involves online or in-person bullying based on the target's race, ethnicity, religion, or sexual orientation. It is based on stereotypes and is often a result of the belief that some people deserve to be treated with less respect than others.

Specific Types of Prejudicial Bullying

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

5. Roles And Responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.



- Keeping an electronic record of incidents reported as bullying of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform SLT of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

6. Signs Of Bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work



- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall and they are showing signs of stress

ASD - An autistic child can be helped to distinguish between bullying and one-off incidents or misunderstandings by teaching him/her social skills through role-play, or through problem-solving social scenarios. Older children may benefit from multiple-choice quizzes, in which they are taught to select appropriate responses to hypothetical situations. Some children and young people with an ASD may need very explicit explanations of bullying, and perhaps a visual reference (e.g. a list or set of photographs, pictures and symbols) that illustrates the difference between scenarios that constitute bullying and those which are less serious peer conflicts or misunderstandings. Other pupils may prefer written or spoken explanations – account needs to be taken of individual learning styles and communication methods.

7. Preventing Child-On-Child Sexual Abuse

The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive



environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual violence refers to the three following offences:

- Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

The school's Child Protection and Safeguarding Policy outlines procedures for addressing child-on-child sexual abuse, and the procedures in place will be adhered to if there are any instances of sexual harassment or sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the PSHE Curriculum, assemblies and themed days.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- LGBTQ+
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

All staff will be aware that child-on-child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.



Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are more likely to be abused than their peers.

Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

Staff will be aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils.

The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (MASH).

8. Generative artificial intelligence (AI)

- 8.1 Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
- 8.2 Kelford School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- 8.3 Kelford School will treat any use of AI to bully pupils in line with our Anti-Bullying, Behaviour and Safeguarding policies.

9 Managing Disclosures



Victims will always be taken seriously, reassured, supported and kept safe.

Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively.

If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.

Tell someone that you trust – research shows that children do not always trust and tell adults if they are bullied and will tell their friends or peers. Reports by peers should always be acted upon.

10 Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise, in line with the Safeguarding Policy.

Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to MASH.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

More information regarding the school's stance on preventing child on child sexual abuse is available in our Child Protection and Safeguarding Policy.

11 Procedures

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged perpetrator and witnesses are all spoken to separately



- If a pupil is injured, members of staff take the pupil immediately to a first aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during conversations
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses, are asked to communicate details of the incident; this may need prompting with questions and appropriate communication tools from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete

Due to the potential for sexist and transphobic bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented and if so, report in accordance with the Safeguarding Policy.

12 Consequences

If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions.

The headteacher informs the pupil of the type of consequence to be used in this instance, e.g. restorative practice and social and communication interventions in accordance with a positive behaviour support ethos

Parents are informed of bullying incidents and what action is being taken.

13 Support

Structures will be put in place to support victims of bullying, for example moving classes or identifying a buddy.

Where communication allows, the victim will be encouraged to tell a trusted adult in school if bullying is repeated.

The school will work with the victim by organising appropriate interventions and support

The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

14 Follow-up Support



The progress of both the bully and the victim will be monitored by their class teachers.

If appropriate, follow-up correspondence will be arranged with parents after the incident.

- Pupils who have been bullied will be supported in the following ways:
- Being listened to
- Having an immediate opportunity to meet with SLT or a member of staff of their choice
- Being reassured
- Being offered support with referrals to appropriate agencies where necessary

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions using the principle of restorative justice
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to appropriate agencies.

15 Bullying Outside Of School

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon.

In all cases of bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.



The headteacher is responsible for determining whether it is appropriate to notify the police, or action taken against a pupil.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.