



Helping people living in extraordinary circumstances to live ordinary lives

Kingsley Learning Foundation Trust

Anti-Bullying Policy

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1. Statement of intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our schools. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. The schools recognise that we have a positive role to play, intervening appropriately in relation to any bullying which impacts on a pupil's school life, regardless of where that bullying occurs. All adults working at the schools have responsibility for monitoring and managing incidents of bullying and the ultimate responsibility lies with the Headteacher and Governors.

2. What is bullying?

At the schools, our definition of bullying is agreed in consultation with staff and pupils. Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual, either physically or emotionally". (DfE Preventing and Tackling Bullying July 2017). The Kingsley Learning Foundation Trust (KLFT) takes seriously the subject of bullying and the potentially devastating consequences it can have on an individual. By ensuring that bullying is key to the Trust's agenda, a safe environment is provided for all pupils, where they can achieve their full potential.

Bullying is the use of aggression with the intention of hurting/intimidating another person, making it difficult for them to defend themselves. It is deliberately hurtful behaviour that is repeated over time.

Forms of bullying:

- **Physical** - hitting, kicking, taking belongings
- **Verbal** - name-calling, insults, racist/sexual comments
- **Indirect** - spreading stories, exclusion from groups
- **Cyberbullying** - via phones, social media, electronic communication
- **Prejudice-based** - targeting protected characteristics (race, religion, disability, sexuality, gender)
- **Sexual harassment** - unwanted sexual conduct, comments, physical behaviour
- **Sexual violence** - rape, assault by penetration, sexual assault
- **Child-on-child abuse** - bullying is recognised as child-on-child abuse and is a safeguarding issue (KCSIE 2025). Child-on-child abuse can happen inside/outside school and online.

3. Why challenge bullying?

There are a number of significant reasons for challenging bullying behaviours in schools:

- The safety and happiness of pupils
- Educational achievement is hampered

- Providing a model for helpful behaviour; if pupils observe bullying behaviour going unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want. Those pupils who are being bullied will feel let down by adults in authority
- No school can claim with confidence that bullying does not occur in their environment. We must respond positively and effectively to bullying.

Bullying is never acceptable. Pupils should be encouraged to:

- Include others in their games and groups
- Not laugh if someone is being bullied
- Tell staff if they see bullying
- Never join in with bullying.

It is appropriate to include bullying during curriculum work in the area of PSHE. All classes have a simple symbolled, accessible booklet outlining the Anti-Bullying Policy, to support pupils' understanding.

If a pupil bullies we will:

- Try to help them understand the effect their behaviour is having on another child
- Help them think of ways to make amends
- Give an appropriate consequence
- Support the pupil who is being bullied
- There is an option for the pupils involved in cases of bullying to be supported by the Family Support team within school.

4. Understanding bullying in our special school context

The schools work hard to ensure that all pupils know the difference between bullying and simply 'falling out'. It is important that adults maintain an awareness of the complex relationships between pupils who present with learning difficulties and complex behavioural presentations when judging if bullying is occurring. The needs of the pupils and their increased vulnerability may alter the essential nature of some behaviours rendering them 'bullying' while they might not be so in other circumstances. Similarly, there may be instances where behaviour that might be seen as bullying might not be interpreted as such by the professional best placed to make that judgement. At all times, professionals will fully support persons who perceive that bullying may be taking place, whilst also maintaining the integrity of all involved.

In our context as special schools it is likely that some pupils may find other pupils' behaviour worrying or dislike it (and this behaviour may well be a repeated behaviour which results in pain or distress). The nature of the pupil's developmental stage or presentation may mean that the behaviour is not deemed as bullying but a facet of that pupils diagnosis or condition over which they have little control. The school endeavors to ensure that through the Behaviour Policy, all pupils feel safe and secure. Staff will be particularly aware of pupils who cannot speak for themselves and the interactions around them.

5. Why is it important to respond to bullying?

- Bullying hurts
- No one deserves to be a victim of bullying
- Everybody has the right to be treated with respect
- Pupils who are bullying need to learn different ways of behaving
- We have a responsibility to respond promptly and effectively to issues of bullying.

The response to incidents of bullying will vary on the circumstances. These will include consideration of the nature and extent of the bullying, the understanding and learning levels of those involved and the prioritisation of the desired outcomes.

6. Objectives of this policy

- All governors, teaching and support staff, pupils and guardians should have an understanding of what bullying is

- All governors and teaching and support staff should know what the school policy is on bullying and follow it when bullying is reported
- All pupils and guardians should know what the school policy is on bullying and what they should do if bullying arises
- All pupils should have appropriately child-friendly access to the school policy on bullying
- As a school we take bullying seriously; pupils and guardians should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated.

7. Signs and symptoms

A pupil may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a pupil:

- Has changes to their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious, or lacking in confidence, becomes unable to communicate or becomes less responsive
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go 'missing'
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other pupils or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems associated with the pupil's diagnosed conditions, or other social and environmental factors, however, bullying should be considered a possibility and should be investigated, taking account of the pupil's individual needs and presentations.

8. Procedures

When a pupil reports, or a staff member becomes aware of, an incident of bullying, the procedure is as follows:

1. Report bullying incidents to the appropriate staff. Bullying can be reported to classroom staff, lunchtime staff or any member of the administration or senior leadership teams (SLT). This can be a simple verbal report, and reports of serious bullying will be recorded and investigated by an appropriate member of the Senior Leadership Team. Responsibility for investigation can be delegated to class staff if appropriate
2. In serious cases, guardians should be informed and will be asked to come to a meeting to discuss the problem
3. If necessary, and if it is appropriate, police will be consulted
4. The bullying behaviour or threats of bullying must be investigated, and the bullying must be stopped as quickly as possible
5. Attempts will be made to help those who are bullying to change their behaviour
6. Where appropriate, the pupils will be directly involved in the resolution of bullying incidents.

All staff should:

- Be aware of what constitutes bullying and help pupils to understand what we mean by bullying
- Listen to any pupil who feels they are being bullied
- Be aware of pupils who cannot speak for themselves and the interaction that occurs around them
- Think about times of the day, parts of the building etc., where bullying may occur
- Stop play fights, mock kicking, etc.
- Stop the use of all forms of discriminatory language
- Deal with incidents of bullying promptly
- Record and report all instances of bullying
- Inform guardians via telephone or in face-to-face contact.

9. Reporting systems

How to report

Pupils can report bullying by:

1. Telling any staff member (classroom, lunchtime, admin or SLT)
2. Telling guardians
3. Using visual aids (symbol cards, communication books/devices)
4. Through advocates for non-verbal pupils.

Making reporting accessible

We will:

- Provide visual/symbolled resources
- Train staff to recognise non-verbal signs
- Observe interactions carefully, especially for non-verbal pupils
- Work with guardians
- Regularly ask pupils about their experiences (age-appropriately).

Pupils will know:

- They will be taken seriously
- They will be supported and kept safe
- Reporting benefits everyone
- They won't get in trouble for reporting.

10. Recording and management of records

All incidents of bullying will be recorded on MyConcern including:

- Clear summary of concern and context
- How concern was followed up and resolved
- Actions taken, decisions reached (with rationale) and outcomes
- Voice of the child of victim and alleged perpetrator (where possible).

Records are managed by DSLs and kept confidential, secure and separate from main pupil files.

The Headteacher monitors and reports bullying data to Governors at least annually to:

- Detect patterns
- Track intervention effectiveness
- Ensure no hidden bias
- Evaluate policy effectiveness.

11. Prevention

We prevent bullying through:

- PSHE curriculum - addressing bullying, healthy relationships, respect
- Behaviour policy - clear expectations consistently applied
- Online safety - appropriate filtering and monitoring; no mobile phones during school day
- Positive culture - promoting British values, respect, tolerance

- Staff training - recognising and responding to bullying
- Accessible resources - symbolled booklets for all classes
- Pupil voice - regular consultation (age-appropriately).