



## Anti-Bullying Policy

- *Policy changed from GFM to KGA branding in October 2024*

Approved by:	GFM Board	Date:	January 2024
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## Contents

<b>1. Rationale</b>	<b>1</b>
<b>2. Aims of Policy</b>	<b>1</b>
<b>3. Legislation and statutory guidance</b>	<b>1</b>
<b>4. Definition</b>	<b>1</b>
<b>5. Responsibilities of Stakeholders</b>	<b>1</b>
<b>6. Reporting Concerns</b>	<b>2</b>

### 1. Rationale

This policy should be read in conjunction with the Behaviour Policy of King's Academy Gomer and the Statement of Behaviour Principles. The Behaviour Policies address isolated incidents of behaviour whereas the Anti-bullying Policy deals with repeated and/or premeditated incidents.

### 2. Aims of Policy

King's Academy Gomer aims to ensure that:

- Our school environment is safe and secure for all.
- Strategies are implemented for known issues, between pupils, to prevent bullying from occurring in the first place.
- Staff are vigilant and talk with pupils about issues of difference - our curriculum plans for this
- Staff themselves will be able to determine what works best for the pupils, depending on the particular issues they need to address.
- Systems will deal with incidents of bullying swiftly and with care.
- Any pupil known to be bullying is supported to modify their behaviour.

### 3. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education:

- [Preventing and tackling bullying](#)
- [The Equality Act 2010](#)
- [School Standards and Framework Act 1998](#)

In addition, the policy should be read in conjunction with:

- [Keeping Children Safe in Education](#)
- [Prevent Strategy](#)
- [Human Rights Act 1998](#)
- [Public Sector Equity Duty \(under the Equality Act 2010\)](#)

### 4. Definition

Bullying is 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 (for instance, cyber-bullying 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.

### 5. Responsibilities of Stakeholders

Our school aims for all stakeholders to treat one another with respect because they know that this is the right way to behave. This culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for



staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole Trust environment and are reinforced by staff and older pupils who set a good example to the rest.

**The Senior Leadership will:**

- Monitor the effectiveness of the policy and of anti-bullying strategies

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- Report on bullying to the LGB

**Our staff will:**

- Foster in our pupils' self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our students
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Investigate and act upon incidents of bullying outside of school.
- Update pupils, who have been bullied, with how the incident has been dealt with and related actions

**Our pupils will:**

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- Anyone who becomes the target of bullies should not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.
- Use mobile technologies and social media responsibly.

**We ask our parents to support their children and the school by:**

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

## **6. Reporting Concerns**



All stakeholders have a responsibility to recognise and report acts of bullying. Pupils are encouraged to report bullying to any adult they feel comfortable talking to. All teaching staff will actively investigate all allegations of bullying and take action in line with the school's Behaviour Policy. This will usually be a phased response, which aims to protect victims, correct unkind behaviour and restore relationships. When bullying is first reported, it is likely that the bully will be warned and the victim encouraged to report any recurrence; if the warning is not effective, sanctions of increasing severity will be imposed. It is normal practice for the parents of all the pupils concerned to be kept informed and encouraged to play a part in finding a solution to individual problems. Incidents of bullying are recorded and monitored. Strategies such as restorative justice sessions will be offered to pupils involved. Any adult members of the school who feel they are the victims of bullying should seek help and advice from either their Line Manager.

## **Conclusion**

At King's Academy Gomer, we are fully committed to fostering a safe, respectful, and inclusive environment for all our pupils. Our Anti-Bullying Policy is designed to prevent bullying from occurring and to ensure that any incidents are swiftly and effectively addressed. Through collaboration between staff, pupils, and parents, we strive to create a school culture where kindness, respect, and empathy are prioritised. Bullying in any form is not tolerated, and we will continue to promote positive behaviour and provide the necessary support to those affected by bullying. Together, we can ensure that our school remains a place where every pupil feels valued, secure, and able to learn without fear.