



Anti-Bullying Policy

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1. Rationale

This policy should be read alongside the school's Behaviour Policy, Safeguarding Policy, and Statement of Behaviour Principles. Whilst the Behaviour Policy addresses all instances of misbehaviour, this policy specifically addresses patterns of repeated, targeted, or sustained behaviours that constitute bullying.

At King's Academy Gomer we believe that everyone has the right to feel safe, secure and respected. Bullying of any kind is unacceptable and will not be tolerated. We are committed to developing a culture of inclusion, empathy, and fairness.

2. Aims

- To ensure a safe, respectful and inclusive environment for all members of the school community.
- To take proactive steps in preventing bullying through curriculum, pupil voice, and restorative approaches.
- To clearly define bullying and outline procedures for identifying, reporting and responding to incidents.
- To support both the individual being bullied and the individual displaying bullying behaviour, aiming for resolution and personal growth.
- To actively involve staff, pupils and parents in promoting respectful relationships.

3. Statutory and Policy Framework

This policy aligns with:

- Preventing and tackling bullying (DfE, 2017)
- Keeping Children Safe in Education (2023)
- The Equality Act 2010
- Children and Families Act 2014
- School Standards and Framework Act 1998
- Public Sector Equality Duty
- Human Rights Act 1998



4. Definition of Bullying

Bullying is defined as:

- **Intentional** harm-doing
- **Repetitive** behaviour over time
- **Imbalance of power** between the perpetrator and the target

Forms of bullying include:

Type	Examples
Emotional	Exclusion, manipulation, spreading rumours, intimidation
Physical	Hitting, kicking, theft, damage to property
Verbal	Name-calling, teasing, sarcasm
Cyber	Online harassment, image misuse, AI-generated abuse
Prejudice-based	Racist, sexist, homophobic, biphobic, transphobic, faith-based, or disability-related abuse
Sexual	Inappropriate touching, sexual remarks or gestures

We recognise the distinction between unkind behaviour and bullying, and aim to address both using proportionate and restorative responses.

5. Responsibilities of Stakeholders

Senior Leadership Team (SLT)

- Promote and model a respectful school culture
- Monitor bullying incidents and report patterns to the Local Governing Board
- Ensure staff receive training in recognising and addressing bullying
- Ensure compliance with legal duties and equality principles

Staff

- Promote kindness, respect and inclusion
- Teach about differences and respect through curriculum (e.g. PSHE, RSE)
- Remain vigilant and respond promptly to concerns or observations
- Use restorative practices to repair relationships
- Log all incidents of bullying or unkindness using Arbor and CPOMS

Pupils

- Treat others with respect and kindness
- Report any concerns to a trusted adult
- Support peers by being an upstander, not a bystander



- Engage with restorative approaches when appropriate

Parents and Carers

- Support the school's values and behaviour expectations
- Report any concerns to school staff promptly
- Work in partnership with the school to resolve incidents
- Encourage children to speak out and not retaliate

6. Responding to Bullying

- All reported incidents are taken seriously and logged
- Pupils who are bullied are supported through pastoral care and monitored for wellbeing
- Those responsible for bullying are subject to proportionate, educational sanctions and restorative interventions
- Patterns of behaviour are tracked to identify persistence or escalation
- Parents of both parties are informed and involved in the resolution
- In severe or repeated cases, further action may include internal suspension or fixed-term exclusion

7. Reporting Concerns

Pupils and staff are encouraged to report concerns via:

- Designated Safeguarding Lead (DSL)
- Any trusted adult
- Worry boxes or direct messages to staff
- Pupil Voice interviews and school council

Reports are followed up in line with the Behaviour Policy. Patterns are identified and responded to through pastoral team oversight and safeguarding processes.

8. Prevention Strategies

- Assemblies and curriculum work around respect, diversity, and online safety
- Use of the Character Curriculum to promote pro-social behaviour
- Pupil ambassadors and the School Council promote peer leadership and respect
- Regular staff training and updates to remain vigilant to new forms of bullying (e.g. AI-based)

9. Monitoring and Review

Bullying trends and responses are regularly monitored by SLT using Arbor and CPOMS data. Termly reports are shared with the Local Governing Board. The policy will be reviewed every two years, or sooner in response to legislation or emerging issues.

