THE KING'S SCHOOL IN MACCLESFIELD

ANTI-BULLYING POLICY
INFANT & JUNIOR DIVISION

At King's we promote a kind, caring and welcoming environment that enables all pupils to achieve their full potential in secure and supportive surroundings. Principles of tolerance and understanding are fostered, both within the curriculum and through the relationships which exist between pupils, parents, teachers, support staff, Governors, and the wider community. We want everyone to feel proud of being a part of King's, always acting with courtesy and consideration. The School does not tolerate bullying and it has a clear responsibility to help staff and pupils deal with bullying should it occur and to prevent it. It is essential that pupils and their parents are confident that bullying will be dealt with seriously, promptly, and effectively.

Learning takes place most effectively when pupils feel valued by their teachers, their peers, and their family. Much emphasis is placed on the personal responsibility of every member of the school community for ensuring that relationships between staff and pupils, and between the pupils themselves are positive. At King's, everyone should respect others, regardless of age, race, gender, or background. All stakeholders play a key part in creating an environment where all relationships are open and friendly.

What is/is not bullying?

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, **it is not classed as bullying**. This type of behaviour is, instead, an important part of child development. Children need to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all must learn how to deal with these situations and develop the social skills to repair relationships.

The Anti-Bullying Alliance has agreed a shared definition of bullying based on research from across the world over the last 30 years. The King's School is aligned with the definition and supports its principles:

*'The **repetitive**, **intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online'.*

There are four key elements to this definition:

- **Hurtful**
- **Repetition**
- **Power imbalance**
- **Intentional**

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion. ***** The school's position on the use of mobile technologies, social media and appropriate online activity is explained in our E-Safety policy.
- **Indirect** - Can include the exploitation of individuals.

Bullying may be motivated by prejudice relating to disability, SEND, race, religion or belief, sex, gender stereotypes, sexual orientation, gender reassignment, culture or family circumstances. It may even be due to personal circumstances such as adoption or those that have caring responsibilities. Bullying based on protected characteristics is taken particularly seriously. Keeping Children Safe in Education (updated 2026) states that: **"Child-on-child abuse may include bullying, cyberbullying, prejudice-based bullying, sexual violence, sexual harassment, harmful sexual behaviour, initiation/hazing-type violence and abuse in intimate personal relationships."** It is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature.

No one deserves to be a target of bullying: everybody has the right to be treated with respect. The School will support any pupil who is a target of bullying. The School adopts a contextual approach to behaviour management, one that views pupil behaviour on a spectrum. Therefore, whilst bullying behaviour should receive a proportionate sanction, the person who has behaved in an unacceptable way should also be supported to understand their own circumstances (and how these can impact upon their behaviours) as well as the impact of their behaviours, to make a positive change.

Responsibilities and Expectations

Expectations for pupils

We expect all pupils to:

- Report any incidents of bullying behaviour to a member of staff, whether directed at themselves or at somebody else.
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness.
- With the help of staff and parents/carers, create a positive working atmosphere within School, where bullying is regarded as unacceptable, difference is celebrated, and discrimination is actively challenged.

Responsibilities of staff

It is the responsibility of **all** staff to report and respond to concerns regarding bullying as the highest priority. Investigations will be led by the appropriate member of staff in accordance with this policy. Staff are expected to follow the principles and procedures in this policy when investigating cases of bullying. In all situations, the pupil's Form Teacher will be involved, however a situation may require additional support and the involvement of a member of the IJMT (Infant and Junior Management Team) and/or SMT (Senior Management Team) depending on the circumstances. In general terms, staff responsibilities are organised as follows:

- Form Teacher - minor incidents and friendship issues.
- Form Teacher will work closely with the Head of Year (Juniors)/Head of Key Stage 1 (Years 1 and 2)/ Head of Early Years Foundation Stage (Pre-School and Reception) for more serious incidents.
- The Vice-Principal Pastoral/ Vice-Principal Academic and Operations will be involved for more serious incidents.
- Principal of the Infant and Junior Division will be involved for incidents requiring suspension or expulsion. The Head of Foundation and in their absence, Deputy Head Operations, will always be consulted and may be involved, depending on the specific situation.

All members of staff: Form Teachers, Heads of Year and Key Stage, Vice-Principals, Pupil Managers, and the school Nurses provide a 'listening ear' for pupils to talk through friendship difficulties on a confidential basis.

The PSHE subject leader, Heads of Year and Key Stage, and the Vice-Principal Pastoral will provide up-to-date resources and information to Form Teachers on bullying issues. Managing behaviour is also incorporated into training for all staff at regular points over the course of the academic year. Any pupils identified as vulnerable to experience bullying are discussed at staff meetings and pastoral meetings. Appropriate risk assessments and additional supervision may be actioned.

The Governors will evaluate and review the Anti-Bullying procedure and guidance and will ensure that it is non-discriminatory. The Infant and Junior Management Team, led by the Principal, will review and amend this document, using staff experience of dealing with bullying incidents in the previous year to improve procedures whilst taking account of new legislation and government guidance. The Infant and Junior Management Team will keep a Bullying Log of all reported incidents. Pastoral meetings are chaired by the Vice-Principal Pastoral every 2 weeks and involve Pupil Managers, Nurses, Vice-Principals (Pastoral and Operations) and the Principal. Here, information is shared, actions are agreed, and reviews are scheduled. The I&J Pastoral Bulletin is updated following the Pastoral Meeting and then released to staff. This raises awareness and ensures that pupils are supported, and situations are dealt with in accordance with the policy. Staff awareness is key.

All staff keep up to date with internet technologies through training provided by the School and/or external providers.

Sanctions and procedures

If an incident of bullying is reported, the following procedures are adopted. This approach seeks to change the behaviour of the bully and thus achieve the best possible outcomes for all:

- The member of staff to whom it was reported or who first discovers the situation will control the situation. They will reassure and support the pupils involved. Targets of bullying will be reassured that they do not deserve to be bullied and that this is not their fault. They will be reassured that it was right to report the incident.

- Parents of the child targeted will be contacted, and the procedure will be explained. The parents of the the pupil alleged to have engaged in bullying behaviour will also be informed that an investigation will take place. Both sets of parents will be kept informed and supported throughout the process.

A Restorative Approach

A restorative approach will be used where appropriate and where it is considered to be in the best interests of all pupils involved.

1. Interview with the target of bullying

When a member of staff finds out that bullying is alleged to have happened, they will start by talking to the target of bullying about their experience to ascertain who was involved and what is alleged to have happened.

2. Convene a meeting with the people involved

The member of staff arranges to meet with the pupil/group of pupils who have been involved. This may include bystanders or colluders who may have joined in but did not initiate any bullying.

3. Explain the problem

The member of staff tells those involved about the way the target of bullying is feeling with the group suggesting changes that could be made to support them.

4. Monitoring

A programme of close monitoring is put into place by the pastoral staff team to ensure that all pupils involved can speak to an adult. All duty staff are informed to be vigilant also, on the basis that they are aware of the situation and that they too can support.

5.Review: Meet pupil/pupils again

The member of staff discusses with each pupil, including the target of the alleged bullying, how things have been going. This allows the staff member to monitor the situation and keeps the pupils involved in the process.

Incidents of bullying are recorded on CPOMS and the I&J Bullying Log, reported to the Vice-Principal Pastoral, Vice-Principal Academic/Operations, and the Principal. If there is reasonable concern to believe that a pupil is suffering or likely to suffer significant harm, the bullying incident will be treated as a child protection concern. All interventions are carefully evaluated, and all relevant staff will be informed of the actions taken.

Sanctions

All cases of child-on-child abuse and any cases of bullying will be addressed promptly and appropriately by the School. If any member of staff believes a pupil is at risk of abuse from another child or young person, or that a child may be abusing others, this concern should be reported to the Deputy Designated Safeguarding Lead (Vice-Principal Pastoral) or the Designated Safeguarding Lead (Principal) without delay. If any child perpetrates significant harm on another child, or is at risk of significant harm, a referral to Children's Social Care and/or the police may be necessary. The School will investigate the behaviour fully and will,

where necessary, take any immediate steps to ensure the safety of the target(s) of bullying or any other child. The School will then consider appropriate disciplinary sanctions.

The parents of the alleged target of bullying and the alleged bully will be advised of the findings of the investigation, their implications regarding the Anti-Bullying Policy and the measures the School intends to pursue in accordance with the Policy to prevent any repetition.

Sanctions will take a range of forms depending on the nature of the incident such as Red Cards, Detentions or on Report with behaviour targets. Parents may be asked into school to discuss the situation and ways they could support the School in imposing appropriate sanctions. In profoundly serious cases, the Principal of the Infant and Junior Division along with the Head of Foundation may enforce internal suspension from lessons or suspension from school. In the most extreme cases, a pupil may be expelled or external agencies such as the Police or Social Services may be contacted.

The situation will be monitored for as long as is necessary. Action may include sharing information with staff and pupils on a 'need to know' basis, so that they can monitor behaviour and provide reassurance and support to the target of bullying, and on-going counselling.

Pupil Voice

The importance of pupil voice is crucial, and The King's School employs a number of strategies to ensure that its pupils have the opportunity to express their views on bullying and give feedback on the effectiveness of the School's policies and procedures. These include School Council, termly Pupil Voice Questionnaires and discussion with pupils in addition to planned lessons. The use of 'Listening Ear' boxes (Juniors) and 'Worry Monsters' (Infants) enables pupils to confidentially raise any concerns with Form Teachers, where they know that any worries will be read, and follow-up discussions had.

Curriculum Support

At The King's School we strive to create an environment where bullying does not thrive, establishing an embedded climate of trust and mutual respect. Issues regarding bullying, methods of dealing with bullying, prejudice, discrimination, and stereotyping are discussed as part of PSHE, Form Teacher time and in Assemblies. PSHE material covers relationships and friendships, e-safety, the importance of 'standing up' to report a worry/observation/experience. In addition, national initiatives, and events such as **Anti-Bullying Week** and **Mental Health Week** are promoted and pupils actively participate in these through challenges in class and at home, with work displayed around school.

Co-operative group work across the curriculum enables pupils to explore issues by considering different points of view and to become integrated into the peer group. All staff encourage pupil co-operation using group and paired work when delivering lessons. Opportunities to extend friendship groups and interactive skills are provided through participation in special events such as musical and dramatic productions, charity and social events, sports practices and matches, residential stays, and extra-curricular activities, as well as pupil roles and responsibilities in the Division. The House, Ambassador and Committee structure provides pupils in all year groups with the opportunity to be effective and develop their independence and confidence. The Infant and Junior School Council (with pupils from Year 1 to Year 6) provides an opportunity for pupils to suggest improvements to

aspects of school life. Similarly, Wellbeing Ambassadors selected from each Junior Class, receive fortnightly training on how to support pupils during break times to ensure they are included.

Our extensive extra-curricular programme of over 60 clubs per week - with clubs before school, at lunch time and after school - also ensures that all pupils have the opportunity to make new friendships and this inclusive approach, as well as enriching our curriculum, provides opportunities for all pupils to engage with other children positively and considerately.

Pupils in Year 12 and 13 of Sixth Form, support Infant and Junior pupils as mentors and role models. The Mentor Programme is an effective and additional mechanism designed to support younger pupils should they wish to talk to a pupil, rather than a member of staff. This is closely supervised by the Pastoral Team and provides another element of support for all pupils.

A School Bus Code of Conduct is in place to maintain a high standard of behaviour. Specific Junior staff are responsible for escorting Junior pupils to the school buses at the end of the school day, ensuring that they board safely and sit at the front. They are points of contact for pupils should they need support.

Online bullying

Cyberbullying is a particularly unpleasant and insidious form of bullying which uses information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others. Cyberbullying can cause tremendous distress to any target of bullying and their families. The School takes very seriously any incidents of cyberbullying, whether during or outside school hours, and whether committed on or off-site. The School may take action in relation to off-site online behaviour where there is a clear impact on the safety, wellbeing or education of pupils within the School community. Naturally, we would expect parents to play the main role in dealing with any out-of-school incidents. However, if there is a clear link between behaviour at school and inappropriate behaviour when pupils are not on the school premises (and not under the charge of a member of school staff), we reserve the right to take such action as is reasonable with a view to regulating conduct. This may involve sanctions being applied following an investigation.

The King's School is committed to ensuring that the scope for cyberbullying is limited on site by preventing access to social media sites and inappropriate websites. The School manages access to the internet via the School's networks through the use of an industry-leading firewall and content filtering software (Smoothwall). The technical aspects of this are managed by the Head of Computer Services, and the list of blocked sites is managed by the Head of Computer Science.

E-Safety has become an essential part of education. PSHE and Computing focus heavily on pupil safety, using a range of material to help inform and equip pupils for the modern world. Resources such as the CEOP's **'ThinkUknow'** website, NSPCC and 'The Diana Award' are used. Peer to peer awareness of e-safety and cyberbullying is led by pupil Digital Leaders who are supervised by the Computing Subject Leader. Any incidents of e-safety misconduct are reported to the Principal of the Infant and Junior Division, who is also the DSL.

Acceptable Use Policy

The school publishes and implements an Acceptable Use Policy which is designed to support both its safeguarding and anti-bullying systems. The Policy seeks to combat cyber-bullying by preventing misuse of the school's computers and electronic equipment, promoting E-Safety amongst pupils and staff, and facilitating a system for reporting instances where electronic devices have been misused.

Organisations to provide further support

Advice is offered to all parents by staff, as necessary. Regular updates regarding E-Safety and pastoral education are communicated through the weekly Infant and Junior Bulletin and via email. This policy is available for parents to view via the school website. If parents wish to make a complaint about the school's Anti-Bullying Policy or Procedures, they should refer to the Complaints Policy, which can be found on the school website. This policy has been written in line with the updated versions of Working Together to Safeguard Children and the Safeguarding document, Keeping Children Safe in Education.

Additional resources:

- **Childline:** 0800 1111 or Childline | Childline
- **The Anti-Bullying Alliance:** Anti-Bullying Alliance
- **Kidscape – Help with bullying:** www.kidscape.org.uk
- **Cyberbullying – the key facts:** hirescyberbullyingnobleed(1).pdf (anti-bullyingalliance.org.uk)
- **Child Exploitation and Online Protection** CEOP Education (thinkuknow.co.uk)
- **NSPCC** NSPCC | The UK children's charity | NSPCC
- **The Diana Award** The Diana Award (diana-award.org.uk)

This policy should be read in conjunction with the following School policies:

- Pastoral Care & Behaviour Policy
- Equal Opportunities Policy (Pupils)
- Safeguarding Policy
- School Rules
- E-Safety Policy
- Complaints Procedure
- Acceptable use policy

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Reviewed: September 2026

Next Planned Review: September 2027