



## King's Academy Binfield Anti Bullying Policy

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Kings Academy Binfield/Oakwood promotes a safe learning environment where everyone feels able to achieve.

Success is recognised and rewarded. Our core values of Respect, Honesty and Kindness underpin the culture and environment of the school

## 1.Aims

King’s Academy Binfield is committed to creating a safe, respectful, and inclusive environment where every student can thrive. Bullying of any kind is unacceptable and will be dealt with effectively. This policy forms part of the schools overall Behaviour and discipline Policy. It sets out our approach to prevention, intervention, and accountability, in line with Department for Education guidance and the Anti-Bullying Alliance framework.

The aim of the Anti-Bullying Policy is to ensure that all students, staff and visitors are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation. We believe that all children and young people have the right to protection from harm, neglect and abuse and that their well-being is of paramount importance. Kings Academy Binfield aims to ensure positive relationships and behaviour towards all members of its community.

Learning and personal development must take place in a climate of trust, safety and confidence.

All members of the King's Academy Binfield community have the right to work in a safe and secure environment.

## 2. Our Commitment

Kings Academy Binfield & Oakwood will:

- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Seek to involve all stakeholders in the implementation and monitoring of this policy.
- Promote positive action to prevent bullying through our PSHE programme and related activities.



- Provide support for all members of the school community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and students to support the implementation of the policy across the school.
- Ensure fair treatment for all, regardless of age, culture, disability, gender, sexuality, or religion. Encouraging an understanding and tolerance of different social, religious and cultural backgrounds.

### **3. Definition of Bullying**

Although there is no legal definition of bullying at Kings Academy Binfield & Oakwood we use the definition founded by The Anti-Bullying Alliance - 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'.

There may sometimes be a misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they are taken very seriously and must always be dealt with, do not fall within the definition of 'bullying'. To be defined as bullying the actions must be part of an on-going, repeated pattern of behaviour against the pupil being bullied.

### **4. Types of Bullying**

There are various types of bullying, but most have these three factors in common:

1. It is deliberately hurtful behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

### **5. Forms of Bullying**

Bullying can take many forms. The various types of bullying include:

- Physical – e.g., hitting, kicking, pushing, taking belongings.
- Verbal – name calling, insults, prejudice remarks.
- Emotional – e.g., humiliating someone, names calling, insulting names/comments. victim
- Driven by a prejudice – this could be based on gender identity or sexual orientation, racism or victimising those with SEN or disabilities, children who are looked after, adopted or carers.
- Indirect – e.g., spreading malicious rumours (true or untrue), excluding individuals from social groups, family feuds brought into school.
- Cyber – e.g., text messages, social media posts/messages, gaming, use of photographs/videos.

### **6. Cyber-Bullying**

The Education Act 2011 amended the power in the Education Act 1996 to enable a member of the Senior Leadership Team when directed by the Principal to examine and delete files or data, when there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone or device.

If an electronic device has been seized and it is suspected to contain evidence related to an offence, then it may be passed directly onto the police as soon as it is reasonably possible. Material on the

device that is suspected to be related to an offence or is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to passing onto the police.

The lives of students who are bullied are made miserable; they may suffer injury, they may attend erratically, they may lose self-confidence. They are likely to underachieve educationally and socially.

Many of the outward signs of bullying can be the same as other indicators of abuse such as:

- Non accidental injuries (including self-harm)
- Low self-esteem, unhappiness, fear, distress or anxiety
- If left undealt with pupils who have been bullied may see bullying behaviour as acceptable.

Bullying can have long lasting effects which may affect their adult lives.

In the first instance it is not a requirement for the members of the school to investigate whether bullying is occurring but rather to accept the student's perception and jointly agree a way to move forward with them, which will reduce and ultimately eliminate their difficulties.

## 7. Our Anti-Bullying Ethos

### 7.1 Preventive Measures

- Whole-school culture: Promote respect, honesty, and courage through assemblies, PSHE lessons, and daily routines.
- Curriculum integration: Anti-bullying themes embedded across subjects.
- Staff training: Annual training, linked in with Safeguarding training, on recognising and responding to bullying.
- Student empowerment: Prefects to act as Peer Mentors to support younger students.
- Digital safety: Ongoing education about responsible online behaviour.
- Effective supervision by staff particularly in areas of the school.
- Early intervention by staff
- Commitment of staff training in restorative approaches to bullying incidents
- Counselling available for students at risk of bullying or being bullied via ELSA
- Proactively sharing our Anti-Bullying school logo in prominent areas of the school to serve as a reminder.



### 7.2 Embedding Remarkable Routines

At King's Academy Binfield & Oakwood our Remarkable routines are a daily reinforcement of our values and anti-bullying culture. These routines ensure that every student wears their uniform with respect and unity at the forefront of their behaviour.

These routines embed anti-bullying principles into everyday practice, making them habitual and visible across the school.



## 8. The reasons why Kings Academy Binfield will always challenge bullying behaviour

### ● The safety and happiness of students

When students are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over a period of time, they are likely to lose self-confidence and self-esteem.

### ● Educational achievement

The happiness of bullied students is likely to affect their learning. Some students may avoid being bullied by not attending school.

● If other students observe bullying behaviour going unchallenged they may learn that bullying is a quick and effective way of getting what they want. Students who are being bullied may begin to believe that bullying is acceptable because no action is being taken.

## 9. Reporting and dealing with Bullying.

### 9.1 Students

Can report bullying to any trusted adult, or via 'stopbullying.bi@kingsacademies.uk' email address. Which automatically alerts the relevant members of pastoral leadership so that action can be taken.

If you are being bullied:

- Be firm and clear; look them in the eye and tell them to stop.
- Get away from the situation as soon as possible.
- Tell an adult and friend what has happened straight away.
- Avoid being alone in the place where the bully is likely to be.

After you have been bullied

- Tell a teacher or another adult in school and someone at home.
- If you are scared to tell an adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens.
- DO NOT blame yourself.
- Stay in a group even if they are not your friends.
- Keep a diary about what is happening.
- Take, and keep, screenshots of any relevant messages/social media.

When you are talking about the bully to an adult be clear about:

- What has happened to you and how often it occurs.
- Who was involved and who saw what was happening.
- Where it happened.
- What you have done about it already.

**9.2 Parents:** Encouraged to contact the school directly if they suspect bullying. -This will be passed onto their YPL who will investigate and liaise with the Pastoral Team to ensure the victim is supported throughout the process. . They can also report any concerns via the stopbullying.bi@kingsacademies.uk. Concerns raised via this email address will be forwarded to the relevant pastoral or safeguarding leadership.

Parents and families have an important role to play in helping Kings Academies Binfield & Oakwood deal with bullying.

Discourage your child from using bullying behaviour at home and elsewhere. Show them how to resolve the difficult situation without using violence or aggression. Watch out for signs that your child is being bullied or is bullying others. Parents and families are often the first to notice that a problem exists. Don't dismiss it, contact the school immediately if you are worried.



Signs to look out for:

- The child becomes withdrawn.
- Deterioration in the child's academic performance.
- Erratic attendance or questionable illness.
- Persistently arriving late to school.
- General unhappiness or anxiety.
- The child wants to remain with adults.

If your child has been bullied:

- Calmly talk to your child about their experience.
  - Make a note of what your child says (who, what when, where, frequency).
  - Reassure your child that they have done the right thing telling you about the bullying.
  - Explain that you will need to pass the information on so that the matter can be dealt with sensitively.
  - Phone/email your child's class teacher/Year Progress Lead to make an appointment to see them.
  - Don't keep your child at home.
  - Outline the problem with the teacher/Year Progress lead informing them of all the information you have.
  - Make a note of the agreed actions the school will take.
  - Stay in contact with school. Let us know if things improve as well as if things continue.
- Remember, the school cannot deal with problems unless we know that a problem exists.

### 9.3 Staff:

Any member of staff can report an incident of child-on-child abuse via 'My Concern' which is linked as a button on their homepage. All disclosures of child-on-child abuse must be reported via this method as it provides a centralised log which is closely monitored by the pastoral and safeguarding leadership staff

## 10. Implementation of Roles and Responsibilities.

The Principal is ultimately responsible for the well-being of all students and staff. All students, staff, parents/carers and trustees should be made aware of the policy alongside being raised of the issues associated with bullying in schools.

The Assistant Principal with responsibility for Inclusion has been designated to oversee the wellbeing of students. The Designated Safeguarding Lead (DSL) is responsible for the Safeguarding of all students.

Their role includes the following responsibilities:

- To liaise with the Principal on all matters regarding the safeguarding of children.

Students have the following responsibilities:

- Report any incidents they are involved in or witness to their form tutor, Pastoral team member, Year Progress Lead, class teacher or member of the SLT.
- Speak to their form tutor, class teacher, Pastoral Team member, Year Progress Lead or member of the SLT if they are concerned about another student's safety or wellbeing.
- Ensuring that previous pupils who have been bullied are not isolated from groups of friends.
- Intervening appropriately when someone is being bullied and making it clear to the bully that their actions are disapproved of.
- Encouraging pupils who have been bullied to join in activities and groups, including discussions during form time and PSHE lessons.

Students are expected to show consideration and respect to all members of the school and local community at all times.



Remember we can only deal with what we know about! Reporting is crucial to effectively deal with any issues

## **11 .Support**

### **11.1 Support for victims of bullying.**

Students who are victims of bullying will be supported by some of the following:

- A staff group who are receptive to the student's position and feelings, not seeking to take responsibility for action away from the student. Students involved in how best to deal with the situation.
- An offer to immediately discuss the experience with a member of the school community of their choice.
- Counselling via Youth Line and Kooth, support via the Child and Family support worker.
- An offer of support and continuous reassurance for the student.
- Opportunities to restore self-esteem and confidence.
- Safe areas to go to if the student feels vulnerable at particular times of the school day.

### **11.2 Support for perpetrators of bullying.**

Students who have bullied will be supported by some of the following:

- Discussing what happened/why the student became involved.
- Interventions such as, Restorative conversations, behaviour contracts, and sanctions where appropriate.

### **11.3 Consequences**

Bullying is a very serious incident in the school's Behaviour Policy. Following an appropriate investigation and considering circumstances and history, any of these strategies/sanctions can be applied:

- Official warnings
- Removal of privileges/activities
- Detention
- Exclusion from certain areas of the school
- Removal of access to social areas
- Internal exclusion whilst investigation is being carried out.
- Fixed term exclusion • Permanent exclusion
- Mediation/restorative approaches
- Referral for counselling
- Written or verbal apology
- Parental/carer meeting with Year Progress Lead and member of the SLT leading parental assistance in applying support/strategies/deterrents as necessary.
- Referral to external agencies e.g. Children's Services, Educational Psychologist, youth and Community Police.



## **12. Allegations against staff**

- King's Academy Binfield believes that all members of the school community are entitled to protection from bullying. Inappropriate behaviour between students and staff will not be tolerated and any concerns or allegations of impropriety will be dealt with quickly, fairly and sensitively through the Concerns and Complaints Policy.
- Any staff disclosing information regarding inappropriate behaviour by colleagues, will be listened to and supported by the Senior Leadership Team in line with the Whistle Blowing Policy.

## **13. The Law**

Bullying itself is not a specific criminal offence in the UK. Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation
- hate crimes
- threatening behaviour
- send an electronic communication to another person with the intent to cause distress, anxiety or convey a message which is grossly offensive, a threat, or information which is false and known to be false by the sender.

## **14. Bullying outside the school premises**

The Principal has a specific statutory power to discipline students for poor behaviour outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport or the local community. Where bullying outside school is reported to school staff it will be investigated and acted on.

The Principal should also consider if it is appropriate to notify the police. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

## **15. Prejudice-based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. All prejudiced-based incidents are taken seriously and recorded and monitored by the school, with the Principal regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps prevent bullying as it enables targeted anti-bullying interventions.

## **16. Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms listed in our definition of bullying. It will be challenged by staff and recorded/monitored on Class Charts. If the derogatory language relates to one of the protected characteristics the incident is logged on My Concern. Appropriate actions and consequences will be taken for students and staff using any such language. Staff are also encouraged to challenge the casual use of derogatory language.



## 17. Links with other policies

This policy is linked directly with the following policies:

- Behaviour for learning policy
- Safeguarding policy
- Equal opportunities
- Suspension policy
- Attendance policy
- Recruitment and selection policy
- Concerns and Complaints policy
- Whistle blowing policy
- Teaching and learning policy
- PSHE policy
- Online Safety policy

## 18. Evaluation and Monitoring

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth.

Monitoring of the policy will involve consideration of the following data; any reduction in the number of incidents referred for attention; monitoring individual pupils who have been bullied/bullies with a view to improved circumstances; positive feedback from parents/carers, students and staff.

Monitoring of the student's willingness to report instances of concern.; tracking of incidents to inform future decisions on availability of network and infrastructure that can access the internet.