



Kendrick School

Anti-Bullying Policy

Review Date: October 2025

Next Review Date: October 2027

Version: ABP V1 2020	
Version: ABP V2 2023	
Version: ABP V3 December 2025	

Kendrick School's Anti-Bullying Policy

This document should be read in conjunction with the Kendrick Safeguarding Policy.

Aims of the Policy

To promote a school climate where bullying and violence are not tolerated and cannot flourish.

To ensure that for **students who are experiencing bullying**:

- They are heard.
- They know how to report bullying and get help.
- They are confident in the school's ability to deal with the bullying.
- Steps are taken to help them feel safe again.
- They are helped to rebuild confidence and resilience.
- They know how they can get support from others.

To ensure that for those **students who engage in bullying behaviour**. Students,

- are given therapeutic plans to hold them to account for their behaviour and help them to face up to the harm they have caused.
- learn to behave in ways that do not cause harm in future because they have developed their emotional skills and knowledge.
- learn how they can take steps to repair the harm they have caused.

The Kendrick definition of Bullying

Bullying manifests itself by persistent attempts to control and intimidate others against their will: it can involve physical hurt or the threat of it. It can also take the form of unkind words or actions used directly or indirectly, verbally or in written form, and persistently, which erode a student's self-esteem. It may be carried out via text-messaging, e-mails or online social networking facilities. Ignoring someone in a planned, systematic way or taking, hiding or damaging her possessions or work are forms of bullying behaviors as are repeated teasing, sarcasm and 'put downs'. Bullying can also take the form of unpleasant remarks about a student's intellectual ability and/or desire to work hard, whether this is in a positive or negative way.

Cyber-bullying is the use of IT deliberately to upset someone else. Cyber-bullying may consist of threats, harassment, embarrassment, humiliation, defamation or impersonation. It may take the form of general insults, or prejudice-based bullying, for example homophobic, sexist, racist or other forms of discrimination. Typical IT used for bullying includes: mobile phones, social media, email and the internet (chat rooms, social networking sites, virtual world sites)

From the school's Relationships and Behaviour Policy: Social bullying and or psychological abuse. For example: persistent ostracising, alienating, making inappropriate gestures spreading rumours, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones. SLT will ask parents into school where any student is repeatedly involved in bullying behaviour or is a victim of it.

All incidents of bullying will be recorded on CPOMs

Dealing with Incidents

At all times staff will be expected to use their discretion and professional judgment when dealing with incidents of bullying but Heads of Key Stage and SLT should always be consulted when in doubt.

- i) Every member of staff should be vigilant and respond appropriately to incidents of bullying, which should be recorded on CPOMs.
- ii) Staff should not ignore any incidents and in the first instance should speak to the perpetrator to ensure that they know that this type of behaviour will always be challenged and will not be tolerated.
- iii) It is important that all the facts are established on all sides and the truth is established as far as possible.
- iv) If an incident appears to be serious, repetitive or has any other particularly worrying features the bully's and the victim's Head of Key Stage should be informed.
- v) The Pastoral Lead will involve parents at an appropriate time. Notes of incidents will be fully documented on CPOMs
- vi) Incidents of very serious bullying will go to the SLT. The Headteacher reserves the right to consult with appropriate bodies and to make final decisions about whether to pursue allegations of un-witnessed bullying.
- vii) Students should be encouraged to discuss bullying and staff should be approachable if students want to discuss incidents. Students must feel secure that there is neither overreaction nor trivialisation of the issues.

School Responsibilities

- i) The whole-school community is informed about the anti-bullying stance the school takes.
- ii) Students, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school.
- iii) Every chance is taken to celebrate the success of anti-bullying work.
- iv) All students are clear about the roles they can take in preventing bullying, including the role of bystanders.

- v) The school expects staff to develop and use skills for a constructive response to bullying taking due account of the needs of both bully and bullied. Staff INSET will be undertaken when and if necessary.
- vi) Cases of bullying reported by parents or students are to be fully and speedily investigated.
- vii) Wherever possible staff will take proactive action to avoid incidents of bullying, e.g. manipulate groups in class to ensure that no-one is 'left out'.
- viii) The PHSE programme deals with bullying and staff should be aware of the general contents of this programme. Students need to understand that bullying issues are not just subject content for PHSE and that the ground rules established within PHSE for acceptable behaviour are applicable to all aspects of school life. All staff should remind students regularly of these ground rules.
- ix) Tried and tested strategies used by staff should be circulated to help staff develop their own strategies for dealing with bullying. (see appendix 3, Bullying - Practical suggestions for staff and students)
- x) Curriculum opportunities are used to address bullying.
- xi) School site issues are regularly reviewed and addressed.
- xii) All staff are aware of the importance of modelling positive relationships.
- xiii) Parents are made aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure.
- xiv) Parents are given the opportunity to complement the school's anti-bullying procedures.

Recording

- i) Data systems gather useful information about the effectiveness of the anti-bullying work, and this data is used for monitoring and evaluation, and shared with the school community.
- ii) Bullying incidents that are dealt with by the Head of Key Stage and are recorded on CPOMs. If a member of SLT is involved in dealing with an incident then the details are also recorded on CPOMs by the member of SLT, alerting the Headteacher.
- iii) Trustees are informed of the number of major bullying incidents that are dealt with each term.

Appendix 1. The School that minimises the incidence of bullying:

- Is aware, and accepts, that bullying is a potential problem in "our school"
- Has a school policy on bullying
- Has a climate of positive relationships of care and mutual respect between all members of the community that builds everyone's self-esteem
- Expresses the positive climate through all aspects of school life such as curriculum, teaching methods, physical environment, rituals and rules, relations with parents

- Uses appropriate parts of the curriculum to teach the values that show bullying to be unacceptable
- Uses appropriate parts of the curriculum to help children develop social skills
- Encourages children to regard "telling" as both acceptable and responsible
- Encourages staff to regard attending to bullying as a priority
- Gives guidance and support to staff in handling bullying incidents and in follow-up work with both victims and bullies
- Reviews staff handling of bullying
- Ensures adequate supervision of children at all times and throughout the school site
- Evaluates the effectiveness of its bullying policy regularly
- Shares good practice with reference to strategies tried and tested in school to deal with incidents of bullying.

Appendix 2: DfE: Tackling bullying

The DfE defines bullying and provides strategies and policy advice for managing bullying. The school regularly reviews and considers this guidance and any other advice from related agencies.

Appendix 3: Bullying - Practical suggestions for staff and students

1. Regularly (once a term) point out to students the basic facts
 - (i) what constitutes bullying behaviour;
 - (ii) that those who have been bullied generally say that once the bullying was reported it stopped.
2. Suggest to students strategies for dealing with bullying - e.g.
 - (i) If you are being bullied, you might decide you wanted to try to deal with it yourself. But you might feel you needed moral support to do this. You could seek support from:
 - (a) friends
 - (b) parents or other relatives
 - (c) the School Nurse, who will help you talk through the situation, but will keep your conversation confidential
 - (d) your tutor, Head of Key Stage, Student welfare team or another teacher (but do make it clear if you do not want them to intervene).
 - (ii) If you are being bullied, you might decide you want someone else to intervene and speak to the bully. You may wish them to act as a "referee" while you and the bully try to settle the problem, or you may wish them to see the bully separately. You could seek help from:
 - (a) your tutor
 - (b) your Head of Key Stage
 - (c) another person you trust

- (iii) If you see bullying taking place, do not ignore it.
 - (a) tell the bully you do not approve of their behaviour
 - (b) try to offer support to the person being bullied
 - (c) report what you have seen

- (iv) If you know you are a bully, but find it hard to stop
 - (a) seek support from your friends to help you stop, discuss your problem with your parents, the School Nurse, your tutor, your Head of Key Stage, or other trusted person

- 3. Provide opportunities for students to approach you in confidence
 - (a) during profiling
 - (b) while form is engaged in a tutor time activity and you are circulating between groups
 - (c) try to take all such approaches seriously, even if subsequent follow up reveals no more than a storm in a teacup!

- 4. If bullying is reported to you, make sure you first find out whether the bullied student wants you to intervene, or whether she wants to discuss other strategies with you. If intervening, consider how you are going to protect the informer's identity if this is appropriate. Would it have been feasible for a disinterested third party (e.g. 6th-former, teacher, lunchtime supervisor) to have witnessed the bullying and have told you about it?

How are you going to approach the bully? Usually best to see the parties individually to begin with, to get each person's side of the story. It **may** then be appropriate to bring bully and bullied together (but not always wise).

This policy must be read in conjunction with Kendrick School's [INCLUSION & SEND POLICY 2025-26.pdf](#) and Relationships and Behaviour Policy. [Relationships and Behaviour policy.docx](#)