THE
KING'S SCHOOL
CANTERBURY
JUNIOR KING'S

# Anti-Bullying Policy

**The policy is applicable across the whole school, including EYFS**

Responsible People: Deputy Head Pastoral and Head
Latest Review Completed: September 2026

## 1. Aims and Ethos

Junior King's School is a nurturing, inclusive community where pupils are encouraged to be respectful, kind, confident, and socially responsible individuals. In line with our school values and our safeguarding duties, we are committed to providing a safe and supportive environment where all children feel protected from harm, valued for who they are, and empowered to thrive.

We do not tolerate bullying and will always take action where it occurs, including that which is linked to race, gender, disability, appearance, religion or belief, sexual orientation, or any other protected characteristic under the *Equality Act 2010*. We believe every pupil has the right to be safe, feel safe, and enjoy learning free from intimidation or fear.

This policy is underpinned by our obligations under *Keeping Children Safe in Education (KCSIE 2026)*, including the recognition that bullying may present a safeguarding risk.

The Governing Body reviews safeguarding data, including bullying trends, at least annually.

## 2. Definition of Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where there is an imbalance of power. It can happen in person or online.

Forms of bullying include:

- Physical: Hitting, kicking, pushing, or other physical aggression.
- Verbal: Name-calling, threats, taunts, 'banter', insults, racist, sexist or homophobic remarks.
- Emotional: Excluding, gossiping, spreading rumours, intimidation or manipulation.
- Sexual: Inappropriate sexual comments, taunts, touching, or coercion. Misogyny is a form of bullying linked to harmful sexual behaviour (HSB).
- Online/Cyberbullying: Sending abusive messages or images, impersonation, exclusion from group chats, misuse of social media or gaming platforms and consensual and non-consensual self-generated intimate images and/or videos including those generated using AI.
- Prejudicial: Targeting someone based on race, religion, gender, disability, or sexual orientation.

Bullying may also involve child-on-child abuse, which is taken seriously and treated as a safeguarding concern when it causes, or has the potential to cause, significant harm. Staff will not dismiss harmful behaviour as 'banter', 'just falling out', or 'part of growing

up'. Patterns of behaviour will always be assessed to determine whether they constitute bullying or child-on-child abuse.

Online safety, including appropriate filtering and monitoring systems, forms part of the school's safeguarding approach in accordance with KCSIE 2026.

## 3. Prevention and Education

At Junior King's, we adopt a whole-school approach to prevent bullying, promote respectful relationships, and educate pupils about positive behaviour.

Our preventative measures include:

- A robust and age-appropriate PSHE (Life Skills) curriculum focusing on emotional literacy, kindness, online safety, and healthy relationships.
- Participation in Anti-Bullying Week and other national awareness initiatives.
- Regular staff training on child-on-child abuse, early identification, intervention strategies and safeguarding procedures. Referral for Early Help to families if appropriate.
- A strong pastoral system including daily tutor time, 'Trusted Adults', and accessible pupil voice mechanisms.
- The use of ePraise and worry boxes, and direct email reporting (e.g. bullying alert or safeguarding email).
- Reinforcement of expected behaviour through assemblies, displays, school values, and daily interactions.
- A culture of openness where pupils are encouraged to speak out and know how to access help.
- Regular age-appropriate surveying of pupils to help identify well-being issues and potential friendship issues that may lead to bullying.
- In the Early Years Foundation Stage (EYFS), staff support children in developing early social skills, emotional regulation, and conflict resolution. Any repeated aggressive or unkind behaviour is addressed immediately in a developmentally appropriate way, with close parental partnership.

## 4. Identification and Signs of Bullying

Staff are trained to recognise the potential signs of bullying, including:

- Unexplained injuries or damaged belongings
- Changes in behaviour (e.g. anxiety, mood swings, withdrawal, aggression)
- Reluctance to attend school or participate in activities

- Falling academic performance
- Social isolation
- Changes in eating or sleeping patterns
- mental health issues (e.g., self-harm, suicide risk) can trigger safeguarding responses
- In cases of gender questioning: take a careful approach, involve parents, and consider primary-age sensitivities.

These indicators may also relate to other safeguarding concerns. All concerns are explored carefully and in line with safeguarding protocols.

## 5. Reporting and Responding to Bullying

All bullying concerns must be taken seriously and reported to a member of staff immediately. Early intervention is key to preventing escalation.

Pupils can report concerns to:

- Any member of staff (including: Form Tutor, Matron, Counsellor, Houseparent, Head of Year, Deputy Head Pastoral)
- A School Prefect or peer supporter
- Via ePraise or a written note
- Using the school safeguarding email
- Via the regular Wellbeing survey that is carried out with Year 3 pupils upwards.

Staff responsibilities include:

- Taking every report seriously and listening carefully
- Recording concerns factually and reporting via CPOMS
- Liaising with the Deputy Head (Pastoral) and DSL for appropriate action
- Reporting concerns about weapons or serious violence to the DSL immediately.
- Ensuring follow-up and support is provided for all pupils involved

## 6. Procedures and Sanctions

Where bullying is identified:

- The DSL or Deputy Head (Pastoral) will determine if it constitutes a safeguarding issue.

- A full investigation will be conducted by relevant staff, and parents/carers will be informed.
- All incidents will be logged and monitored.
- Restorative approaches will be used where appropriate, including facilitated conversations and mediation.
- Sanctions will be proportionate and may include:
    - Verbal warning or behaviour reflection
    - Detention or loss of privileges
    - Letter of apology
    - Behaviour contracts
    - Fixed-term exclusion (in serious or repeated cases)
    - Permanent exclusion (in extreme cases)

Support will be offered to both the victim and the perpetrator, including access to the school counsellor or external services where appropriate.

## 7. Safeguarding and Child-on-Child Abuse

Bullying is recognised as a potential form of child-on-child abuse and may meet the threshold for a safeguarding referral. Where a child is at risk of, or suffering significant harm, the DSL will act in accordance with the *Child Protection Policy* and refer to local safeguarding partners (Kent County Council Children's Services) as necessary.

Patterns of behaviour involving the same pupils (whether as victim, alleged perpetrator or bystander) will be reviewed to identify any wider safeguarding concerns.

In all cases, the best interests of the child are paramount.

## 8. Monitoring and Review

The Deputy Head (Pastoral) is responsible for monitoring incidents of bullying and evaluating trends. Regular analysis of CPOMS entries, pupil surveys, and pastoral feedback is used to inform ongoing practice.

The Anti-Bullying Policy is reviewed annually, or sooner if required by updates to statutory guidance.

## 9. Relevant Guidance and References

This policy is written with reference to:

- *Keeping Children Safe in Education (KCSIE 2026)*
- *Children's Wellbeing and Schools Act 2026*
- *The Equality Act 2010*
- *The Children Act 1989*
- *The Education Act 2011*
- *DfE Preventing and Tackling Bullying (2024)*
- *Junior King's Positive Discipline and Behaviour Policy*
- *Junior King's Safeguarding and Child Protection Policy*

## Appendix 1: Classroom resources (also located in the pupil planner)

**How big is my problem?**

| | | | |
|---|---|---|---|
| 5 | **Emergency**<br>* Danger<br>* Bleeding<br>* Fire<br>* Vomiting | Sobbing<br>Scared<br>Very worried<br>**Find an adult quickly !** | |
| 4 | **Gigantic Problem**<br>* You/someone is hurt<br>* Accident<br>* Fighting<br>* Hitting | Crying<br>Mad<br>Frustrated<br>**Find an adult** | |
| 3 | **Big Problem**<br>* Someone makes fun of you.<br>* Someone takes one of your belongings.<br>* Someone says nasty words to you.<br>* Not feeling well. | Crying<br>Very sad<br>Angry<br>**Ask for help** | |
| 2 | **Medium Problem**<br>* Not getting to choose the game in the playground.<br>* Someone says they are not your friend.<br>* Someone is bothering you.<br>* Being told no. | Nervous<br>Upset<br>Annoyed<br>**Try to sort it out /deal with it by yourself** | |
| 1 | **Small Problem**<br>* Not first in line.<br>* Having to wait for a turn.<br>* Not in the winning team.<br>* Not always getting your first choice. | Uncomfortable<br>Disappointed<br>Irritated<br>**Walk away / let it go** | |
| 0 | **No Problem**<br>* Everything is going great. | Happy<br>Calm<br>Relaxed<br>**Enjoy the feeling!** | |

## Appendix 2: Classroom resources

| | | |
|---|---|---|
| **Bullying?**<br> | Bullying is behaviour by a person or group, usually repeated over time, that intentionally hurts another person or group, either physically or emotionally. It can happen at home, on the playground, in the changing room, in the classroom, on-line, by text or when you are out playing.<br>**If this is happening to you or to someone you know, then tell a trusted adult.** | |
| **Is someone saying strange things to you?**<br> | You should tell a trusted adult if someone has said something to you that makes you feel uncomfortable, weird, strange or afraid. This could be face-to-face, when you are on-line or in a text.<br>**If this is happening to you or to someone you know, then tell a trusted adult.** | |
| **Is someone asking you to keep secrets, to lie to your family, or threatening you?** | You should never be asked to lie to your family or friends. It is wrong if someone asks you to keep big secrets from your family.<br>If someone threatens you or your family if you don't say or do what they want you to, it is wrong.<br>**If this is happening to you or to someone you know, then tell a trusted adult.** | |
| **Is someone touching you?**<br> | You must tell a grown up at school if someone touches you on a part of your body that you don't want them to touch because it is a private part and it makes you feel uncomfortable, unhappy or unsafe.<br>**If this is happening to you or to someone you know, then tell a trusted adult.** | **DO NOT KEEP IT A SECRET**<br><br>**Remember - you have the right to feel safe and happy.**<br> |
| **Is someone hitting, punching or hurting you, or regularly causing you to feel pain?**<br> | If someone is causing you to feel pain because they are hitting you or attacking you so that part of your body is hurting badly, then you need to tell.<br>**If this is happening to you or to someone you know, then tell a trusted adult.** | |
| **Have you seen something online or in a text that made you feel afraid, upset, or worried?**<br> | If you have seen or heard something when you are online, either at home or at school, that you found scary or worrying, then you should tell someone. This could be frightening or rude images, bad language, people hurting each other or threats. It could be in photos, film or words.<br>**If this is happening to you or to someone you know, then tell a trusted adult.** | |
| **Is someone trying to make you believe something different to what your family and school believe in?**<br> | If someone tries to make you believe that the good beliefs and values that your family and your school have are wrong, and they try to persuade you to believe in something that you feel is bad, then you should tell an adult.<br>**If this is happening to you or to someone you know, then tell a trusted adult.** | |
| **What will happen if you do tell a trusted adult at school about something that is happening to you or to someone else?**<br> | **We will listen to you.**<br>**We will give you support, and try hard to find ways to make things better for you.**<br>**We will take what you tell us seriously.**<br>**If we do not have all the answers to help you, we might contact other kind adults who will be able to give you the help you need.** | |

**Appendix 3:**

# Prep and Pre-Prep School - My Right to be Happy

## (Child Friendly Version of Safeguarding Policy)

All of the adults around us think that our health, safety and welfare are very important.
In our school, we respect all children and adults, and help to protect their rights.
We do our best to help all children make good educational progress.
Children are taught how to recognise risks in different situations, and how to protect themselves and stay safe.

**How are children protected in the Pre-Prep?**

We provide a safe environment for children to learn in;
We help to ensure that children remain safe, at home as well as at school;
We think it is important for our children to know where to get help if they are worried or unhappy about something.

**Need to talk?**

You can talk to any adult in school if you need to.

**What is this all about?**

Our school has a Safeguarding Policy for staff, families and governors.
This booklet is a 'child friendly' version for you.

**What is it for?**

A Safeguarding Policy (sometimes called a Child Protection Policy) is a document that the adults in the school refer to so that they can keep you **all** safe and happy whilst you are at school and also outside of school. In this booklet you can read about the ways that we are all working together to achieve this, and what you can do if you don't feel safe and you don't feel happy.

In this booklet you will read about **'a trusted adult'** on every page. So, what does this mean?
**'A trusted adult'** is a grown-up who you know well enough to feel comfortable talking to and who you know will listen to what you have to say. **'A trusted adult'** is a grown-up who will offer you support and advice, and provide the help you need.

**A trusted adult could be:**

- **a family member**
- **a teacher**
- **your head teacher**

- a teaching assistant

**Is someone bullying you?**

Bullying is behaviour by a person or group usually repeated over time that intentionally hurts another person or group, either physically or emotionally. It can happen at home, on the playground, in the classroom, online, by text, or when you are out playing.

**If this is happening to you or to someone you know, then tell a trusted adult.**

**DO NOT KEEP IT A SECRET**
**Remember - you have the right to feel safe and happy.**

**Is someone saying strange things to you?**

You should tell a trusted adult if someone has said something to you that makes you feel uncomfortable, weird, strange or afraid. This could be face-to-face, when you are on-line or in a text.

**If this is happening to you or to someone you know, then tell a trusted adult.**

**DO NOT KEEP IT A SECRET!**
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You should never be asked to lie to your family or friends. It is wrong if someone asks you to keep big secrets from your family.
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You must tell a grown up at school if someone touches you on a part of your body that you don't want them to touch because it is a private part and it makes you feel uncomfortable, unhappy or unsafe.

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**Remember - you have the right to feel safe and happy.**

**Have you seen something online or in a text that made you feel afraid, upset, or worried?**

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If someone tries to make you believe that the good beliefs and values that your family and your school have are wrong, and they try to persuade you to believe in something that you feel is bad, then you should tell an adult.

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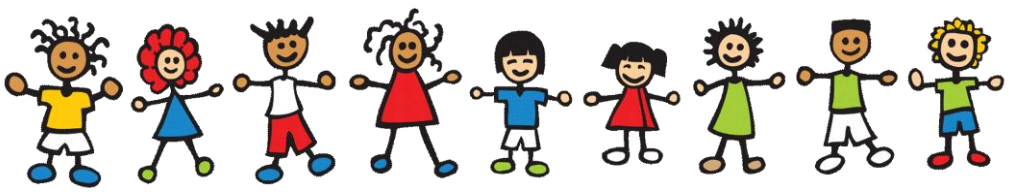
**DO NOT KEEP IT A SECRET!**
**Remember - you have the right to feel safe and happy.**

**What will happen if you do tell a trusted adult at school about something that is happening to you or to someone else?**

- **We will listen to you.**
- **We will give you support, and try hard to find ways to make things better for you.**
- **We will take what you tell us seriously.**
- **If we do not have all the answers to help you, we might contact other kind adults who will be able to give you the help you need.**

**BY NOT KEEPING IT A SECRET**
**you will begin to feel safe and happy again.**

**REMEMBER YOU HAVE THE RIGHT TO FEEL SAFE AND HAPPY.**