THE
KING'S SCHOOL
CANTERBURY

Anti-Bullying Policy

Responsible Person: The Head of Safeguarding (DSL)

Latest Review Completed: October 2026

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Introduction

The King's School Canterbury 'the school', is committed to providing a safe, inclusive and supportive environment for every member of the community. Bullying of any kind is unacceptable and will not be tolerated. An atmosphere is encouraged in which all pupils should feel that they are able to tell a member of staff or a senior pupil and know that the incident will be promptly and effectively investigated.

The school recognises that bullying can occur between pupils, between members of staff, and between staff and pupils. This policy outlines the school's approach to prevent bullying thereby harnessing a safe and inclusive culture for every member of the school community.

Given the school has a larger percentage of boarding pupils, it recognises there are additional factors to consider in regard to safeguarding pupils from bullying. This policy should be read in conjunction with The National Minimum Standards for Boarding Schools, Keeping Children Safe in Education and the schools own safeguarding policy.

This policy applies to all members of the school community, including pupils, staff, volunteers, contractors and visitors, whether incidents occur:

- On school premises
- During educational visits and school activities
- In boarding accommodation
- On transport arranged by the school
- Online or through electronic communication where there is an impact on a pupil or the school community

What is bullying?

Bullying is an intentional abuse of power by an individual or group, usually repeated over time. In bullying there is a conscious desire to hurt, to threaten or to frighten. Bullying takes many forms:

- **Physical**: pushing, kicking, hitting, hazing, pinching and any use of violence.
- **Verbal**: name-calling, sarcasm, teasing, insulting, and spreading rumours.
- **Social**: spreading rumours, excluding someone from groups, or other forms of social manipulation.
- **Emotional**: exclusion, tormenting, e.g. hiding books or belongings, threatening gestures, racial taunts, unfriendliness, graffiti and gestures.
- **Sexual**: unwanted physical contact or abusive comments both within a personal relationship between children or not.
- **Cyberbullying:** inappropriate text messaging and emailing, sending offensive or degrading images including nude and semi-nude images by phone or via the internet (usually through social networking sites such as Facebook, Twitter, Instagram and so on).

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to prolonged emotional and psychological damage for an individual.

The school recognises that bullying may occur at any time and in any area of the school or when pupils are beyond the school bounds.

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to SEN or disabilities
- Bullying related to appearance
- Bullying related to lack of prowess in sport, for example
- Sexist or sexual, including homophobic bullying
- Bullying related to any other of the protected characteristics as set out in the Equality Act of 2010

The school recognises that children with special education needs or disabilities (SEND) or those who are gender questioning can face additional safeguarding challenges both online and offline. SEND children may disproportionately be impacted by behaviours such as bullying without outwardly showing any signs of distress.

The Head of Safeguarding (DSL), in consultation in serious cases with the Senior Deputy Head, will gauge in a professional way the level of suffering experienced by the pupil and will decide when a safeguarding threshold has been reached. There are criminal laws related to harassment and threatening behaviour which can be implemented in relation to occasions of bullying. Equally, it is possible that the bullying raises a safeguarding concern and the Head of Safeguarding, as DSL, will decide whether to implement the measures outlined in the Safeguarding Policy such as a referral to the local authority alongside the other measures taken outlined here.

The Role of School Staff

All school staff are expected to take all forms of bullying seriously and actively work to prevent it. Staff should adopt the mindset that "it could happen here" and remain vigilant for any behaviour that could be considered bullying, even in its early stages.

Addressing unking behaviour at its earliest stage is an effective measure to prevent it from developing into bullying. Staff are encouraged to challenge any unkind behaviour, whether it occurs in the classroom, boarding house, or school grounds, as soon as it is observed.

The school seeks to:

- Foster a culture of kindness, respect and inclusion.
- Ensure all pupils understand what bullying is and how to report it.
- Encourage pupils to speak up when concerns arise.
- Respond promptly and consistently to all concerns.
- Support victims effectively.
- Help those displaying bullying behaviours to understand and change their actions.
- Monitor trends and identify emerging concerns.
- Work collaboratively with parents and external agencies where appropriate.

The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullying or if they are aware of someone else being bullied. Pupils are invited to tell the school their views about a range of school issues, including bullying, through the King's Council, Tutor Time, Life Matters, internal and external surveys, in their respective houses or via the QR code reporting form.

The school expects respect, good manners and fair play to be shown by all pupils so that everyone can develop their full potential and feel positive about themselves as an individual.

The Role of Parents and Guardians

Parents and guardians who are concerned that their child might be experiencing bullying, or suspect that their child may be bullying others, should contact the school immediately. Initially, this contact should be made through the child's house team (Housemaster or Housemistress ((HsM)), Pastoral Care Assistant/Matron, or Tutor). Reporting any unkind behaviour at an early stage allows the school to take swift action.

Parents and guardians also have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school community.

Anti-Bullying Framework

The school adopts a proactive and preventative approach to bullying, recognising that the most effective way to address bullying is to create a culture in which respectful relationships, inclusion and pupil wellbeing are actively promoted. Anti-bullying work is embedded throughout school life and is supported through education, pastoral care, pupil leadership and clear reporting mechanisms.

A. Culture and Ethos

The school seeks to create an environment where all pupils feel safe, valued and respected. Bullying prevention is underpinned by a culture of kindness, accountability and belonging.

The school promotes:

- A culture of kindness, respect and belonging.
- Positive and supportive relationships between pupils and staff.
- Respect for diversity and individual difference.
- High expectations of behaviour and conduct.
- Pupil voice, participation and shared responsibility.
- An environment where concerns can be raised without fear of judgement.
- A whole-school commitment to safeguarding and wellbeing.

B. Curriculum and Education

Anti-bullying education is delivered through both the formal curriculum and wider pastoral programme. Pupils are taught to recognise, prevent and respond appropriately to bullying behaviour, both online and offline.

Anti-bullying education is embedded through:

- Life Matters (PSHE) Education, including topics such as healthy relationships, discrimination, online safety and respect.
- Whole-school and year-group assemblies focusing on wellbeing, inclusion and anti-bullying themes.
- Mentoring programme, providing opportunities for discussion and reflection.
- Boarding and day house meetings, where pupils can raise concerns and explore community issues.

- Diversity and inclusion initiatives that celebrate difference and promote understanding.
- Safeguarding education, including recognising harmful behaviours and seeking support.
- Anti-Bullying Week activities and awareness campaigns throughout the year.

C. Pupil Leadership and Participation

Pupils play a vital role in creating and maintaining a positive and inclusive culture. The school seeks to empower pupils to become active advocates for respect, kindness and safeguarding.

Opportunities for pupil leadership include:

- Pupil training on safeguarding, wellbeing and anti-bullying.
- Dedicated pupil reporting routes for concerns and disclosures.
- Representation through the King's Council.
- School and House Prefects ("Purples").
- Peer listening and peer support schemes.
- Opportunities to contribute to pastoral and wellbeing initiatives.

D. Prevention Strategies

The school seeks to prevent bullying through a comprehensive programme of education, awareness, support and training that promotes a culture of kindness, respect and inclusion.

To support this approach, the school provides:

- An open, positive, friendly and caring environment that promotes positive self-esteem and respectful behaviour.
- Positive role models throughout the school community.
- A comprehensive Life Matters (PSHE) programme that develops personal, social and interpersonal skills.
- Weekly tutor periods and regular House meetings where wellbeing and pastoral matters can be discussed.
- Clear pupil guidance, including complaints and reporting procedures.
- Access to peer listeners and independent listeners.
- Regular support and supervision for senior pupils who hold positions of responsibility.
- Resources and guidance for parents on recognising and responding to bullying.
- Access to the School's Wellbeing Hub for pupils, staff and parents.
- Ongoing training for pupils and staff on recognising, challenging and reporting bullying.

E. Reporting and Support

The school encourages pupils to speak up if they experience or witness bullying. Multiple reporting pathways are available to ensure concerns can be raised safely and promptly.

Reporting routes include:

- Speaking directly with a mentor, House staff member, teacher or other trusted adult.
- Using dedicated anti-bullying and safeguarding QR codes displayed around the school or on the intranet.
- Reporting concerns through the QR code printed on the reverse of the termly calendar.
- Accessing support through the independent listeners.
- Seeking support through the Wellbeing Hub.

Reports submitted through the anti-bullying and safeguarding reporting system are sent directly to the Head of Safeguarding for review and appropriate action.

F. Partnership with Parents

The school recognises the importance of working collaboratively with parents to prevent and address bullying.

The school supports parents through:

- Regular communication regarding pastoral and wellbeing matters.
- Access to guidance and resources, including *Preventing and Dealing with Bullying: 101 Tips for Parents*.
- Information and support available through the Wellbeing Hub.
- Early engagement when concerns arise involving their child.

Through this combined approach of education, leadership, support and partnership, the school aims to ensure that every pupil feels safe, respected and able to flourish within the school community.

Monitoring and Review

The school is committed to maintaining a safe and inclusive environment and will actively monitor, record, and review all concerns relating to bullying. Bullying incidents will be monitored through:

- Pupil voice activities, including questionnaires, surveys, and discussions conducted through the curriculum and pastoral programme.
- Vigilance and proactive supervision by staff both within and beyond the classroom, supported by positive staff-pupil relationships.
- Awareness and reporting by pupils, including House and School prefects, and peer supporters where appropriate.
- Prompt reporting, investigation, and recording of all alleged bullying incidents.
- Weekly safeguarding meetings to monitor concerns, identify emerging patterns, and coordinate interventions.
- Open and constructive communication with parents and guardians.
- Confidential reporting mechanisms, including the School's QR code reporting system.
- Staff reporting and record-keeping through the school's safeguarding and wellbeing management system, CPOMS.

All bullying concerns, investigations, actions taken, and outcomes will be recorded appropriately. The Senior Management Team (SMT) will regularly review bullying records to identify trends, themes, and areas of concern. Findings will inform the school's preventative work, including staff training, pupil education, awareness campaigns, and wider pastoral provision, helping to ensure an effective and responsive approach to preventing bullying.

Conclusion

The school's anti-bullying policy is a commitment to fostering a safe, respectful, and supportive environment for all pupils. By clearly defining bullying behaviours, outlining responsibilities, and establishing procedures for reporting and addressing incidents, the school aims to prevent bullying and ensure that all pupils feel valued and protected. Through education, awareness, and a collaborative approach involving pupils, staff, parents and guardians, we strive to create a

school culture where kindness and empathy prevail, and every pupil can thrive without fear of bullying.

Further sources of information

DfE Behaviour and Discipline in Schools Guidance

Keeping Children Safe in Education

Working Together to Safeguarding Children

Preventing and tackling bullying

National Minimum Standards for boarding schools