
Kingsbrook School

'A unique service for unique young people'

Student Wellbeing and Anti-Bullying Procedure

Kingsbrook School

Southburgh
Thetford
Norfolk IP25 7TJ

- 31st August 2025
- Review 30th August 2026

This policy needs to be read in conjunction with The Safeguarding and Child Protection policy. Any concern over safeguarding needs to be reported to the Designated Safeguarding Lead.

Kingsbrook School always acts swiftly upon receiving a report of bullying, with a process of investigation, communication, action and learning. We aim to make all those connected with the school aware of our requirement to keep Students safe, and we make clear each person's responsibilities with regard to the eradication of verbal and physical intimidation of anyone in our school, whether they are covered by the 'Equality Act Protected Characteristics' or not.

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017). Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Whatsapp, Snapchat, Instant Messenger, through websites and all social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Any child, in any family, in our school could become a victim of bullying. Staff should always maintain an attitude of 'it could happen here'.

At Kingsbrook School, we believe that all students and members of staff have the right to be educated and to educate in a positive, caring, safe and secure environment which promotes wellbeing and to be protected from others who may wish to harm or abuse them.

The impact on the mental health and emotional well-being of a victim of bullying or to those in the same environment can be profound. The effects can be of short-term duration or have serious consequences on future opportunities in life.

We all have a responsibility to prevent occurrences of bullying and staff and Students should feel confident and secure in the knowledge that any incidents will be dealt with promptly and effectively.

This process applies to any incidents of bullying which may take place on school premises; however, the school has an interest in the welfare and conduct of its students and staff and will respond to any information it receives about bullying outside school, and signpost, refer or advise as appropriate.

This process refers to anti-bullying procedures and strategies related to students.

Aims:

To provide an environment in which:

- Students and staff feel safe and secure
- Promotes wellbeing kindness, politeness and respect between Students and between staff and Students.
- Make it clear each person's responsibilities with regard to the eradication of bullying in our school
- Students are supported and taught to develop appropriate responses
- Staff model appropriate behaviour by treating one another with kindness, politeness and respect

Objectives:

We will:

- Be proactive in the prevention of bullying by using the Behaviour and Wellbeing Attendant and adhering to this whole-school procedure.
- Monitor the effectiveness of strategies for reducing bullying behaviour by accurately recording all incidents of bullying and the specific actions taken as a result, including casework with students, families, and other agencies.
- Accurately record incidents of racist and homophobic behaviour, and others contravening the Equalities Act 2010.
- Demonstrate to bullies and to Students in general that bullying behaviour is unacceptable and reassure victims that action will be taken to keep them safe and secure their wellbeing.
- Address with bullies the problematic behaviours and provide them with strategies and support to change their behaviour.
- This process aims to produce a consistent school response to any bullying incidents that may occur, including cyber-bullying.

Understanding Types of Bullying

Bullying can be:

- **Physical:** Hitting, pushing, kicking, tripping up, punching, spitting, threats, being touched against one's will.
- **Verbal:** Name calling, teasing, taunting, insulting families, unkind remarks about someone's work, making fun of others, whispered comments, spreading unkind or false rumours, unkind comments about personal appearance, school achievements, disabilities.
- **Emotional/Silent:** Deliberate exclusion from social groups, stalking, offensive gestures, ignoring, being sent unpleasant notes or made the subject of graffiti, incitement of others to become involved in bullying.

- **Technological (Cyber Bullying):** Offensive/threatening messages, photos or videos, either by text or through Social Networking sites/ on the internet.

- **Racist:** Racial taunts or remarks or any other negative comment about someone's religion or background.

- **Homophobic:** behaviour or language which makes a young person feel unwelcome or marginalised because of their actual or perceived sexual orientation.

- **Gender based (including transphobic):** behaviour or language which makes a young person feel unwelcome or marginalised because of their gender.

- **Sexual:** Unwanted physical contact or sexually abusive comments

- **Stealing/Damaging:** taking or borrowing things from someone without permission, careless or reckless breakage of property, hiding possessions.

- **Child on Child Abuse;** when a child abuses another child. Child-on-child abuse usually involves one, or a combination, of the following:

- **Bullying** (including cyberbullying, prejudice-based and discriminatory)

- **Violence, control or coercion in a relationship.**

- **Harmful sexual behaviour/sexual violence/sexual harassment**

- **Sharing of 'nudes' and 'semi-nudes'** (consensual or non-consensual)

- **Serious youth violence** - this form of abuse applies to victims aged 1-19 who are subject to offences such as violence, sexual offences, robbery, or gun or knife crime. This may occur within the context of gang activity including initiation routines.

- **Upskirting** - this is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

- **Child Sexual Exploitation (CSE)** It is important to remember this may involve some form of exchange. It can be committed by other children/ peers. It may have occurred even if the sexual activity appears consensual; for example, if the child is legally old enough to consent but lacks the freedom or capacity to do so. This applies if the child is fearful or under the influence of harmful substances. It does not always involve physical contact; it can also occur through the use of technology and can sometimes be mistaken for 'normal adolescent behaviours'. It is never the victim's fault, even if there is some form of exchange.

Range of bullying

It is sometimes directed at individuals or groups who are perceived to be different with the intention to denigrate, hurt or embarrass. This may include:

- individuals who are less able than the bully or otherwise vulnerable.
- members of a particular ethnic group, religion, social class or socio-economic group.
- individuals who have disability or special educational needs.
- individuals of a particular gender
- individuals who are perceived to be LGBTQ+

Bullying of Protected Characteristics.

Any breaches to the Equality and Diversity procedure to include bullying towards students due to their protected characteristic will be taken seriously and the appropriate action taken, this applies to students, staff, and visitors to the school.

The key duties of the Equality Act expected of an organisation are recorded monthly to highlight a breach in duty, the Protected Characteristic of the person involved, and the action taken by a member of the senior leadership team.

For students where they feel they have experienced bullying involving their Protected Characteristic; this will be logged, and the student will be supported to make a formal complaint by an appropriate member of staff.

Bullying and Students at Kingsbrook School

It may not always be possible for our students to inform a member of staff that they are being bullied or even to recognise that they are a victim of bullying. Staff need to be vigilant of students' relationships with each other and discuss any concerns with the relevant class teacher or DSO.

A Student who is being bullied may display a change in behaviour such as:

- Not wanting to come to school.
- Becoming withdrawn, anxious, or lacking in confidence.
- Refusing to eat
- Being too frightened to say what is wrong
- Becoming aggressive, disruptive, or unreasonable

We consider the needs of some of our students for whom the concept of bullying may not exist. Some students have limited communication skills and poorly developed reasoning and problem-solving abilities which affect their understanding of cause and effect. They

may express their anger and frustration in an inappropriate physical or verbal manner. The inability to empathise with others, and difficulties interpreting another's tone of voice, or body language, may also lead to adverse reactions which can be perceived as bullying behaviour.

Some students may target a weaker student because of the impact on adults i.e. gaining attention. Whilst these actions may not follow the formal definition of bullying, they could lead to bullying and may be distressing for the victim or student who is targeted and should be dealt with. We cannot ignore aggressive physical or verbal behaviour towards a victim.

Many of our students do not have the levels of social confidence and competence, and the friendship bonds that can protect against bullying; therefore, there is a whole school responsibility to ensure that: ongoing teaching and learning takes place through our PSHE curriculum and that student one-page profiles reflect strategies to support children. Staff also offer additional emotional support to individuals, and behaviour scales are written to support children showing unacceptable behaviour. For students who exhibit bullying behaviour and for whom are victims; this is reflected within each student's individual risk assessment.

It is important to differentiate bullying from other forms of inappropriate behaviour. Each single incident needs to be assessed by the classroom staff in relation to the definition of bullying, the perpetrator's stage of development and understanding, the effect upon the victim and the frequency of any similar behaviour.

Members of staff must not ignore any incidents where one student is verbally or physically abused, as the 'victim' will be feeling hurt and upset.

Staff must complete an Engage report by 3.30pm when bullying is evident. This will be sent to the Head of School for action and follow-up. Parents/carers of the victim and perpetrators will be informed on the day of the incident. A functional ABC analysis of behaviour can be undertaken to implement support strategies at an appropriate level for individual students. Families of victims and perpetrators, as well as any associated agencies will often be involved. The bullying incident will be entered onto Kingsbrook School's bullying log.

We recognise that bullying behaviour is a problem for the perpetrator and victim and should be addressed in positive and constructive ways which provide opportunities for growth and development for both.

If staff consider incidents to be bullying, then they must follow the procedures identified in this process.

Prevention of bullying

All staff involved in the education and/or supervision of students will be made aware of signs of bullying and the need to apply the school's process when episodes of bullying are witnessed or reported. All preventative strategies operate within a school ethos founded on equality, fairness, and respect for others in which individual differences are celebrated and seen as a source of enrichment. Staff will constantly reinforce the message that bullying is unacceptable and will take positive action to prevent and control by:

- promoting friendships
- presenting positive images of play interaction and friends
- ensuring that Students are supervised at all appropriate times
- ensuring that all members of staff adhere to our Positive Behaviour Process
- following up all instances of aggressive and inappropriate behaviour
- watching for early signs of distress and observing, listening to what the students are indicating either verbally or through changes in behaviour: listen, believe, act
- ensuring that appreciation and respect for all cultures are promoted.
- helping Students to develop strategies for the management of their behaviour resulting in positive assertive attitudes towards others and improving self-esteem.
- encouraging Students where appropriate to reflect on issues involving friendship and bullying throughout the weekly timetable, e.g. draw pictures/write stories;
- encouraging Students, where appropriate, to listen to and read stories about friendship and bullying, with discussion afterwards to raise their awareness of the concept of bullying and positive image of friendship.
- discussing, when appropriate, issues related to racism, homophobia and bullying
- using whole school occasions; for example, assemblies, classroom activities such as PSHE lessons.
- at individual level with Students who have been victims or bullies.

Parent/Carer involvement

We recognise the important role parents and carers play in supporting their children and promoting positive behaviour. We welcome the active involvement of parents and carers in bringing a resolution to incidents of bullying. Parents and carers will be kept informed and included in casework resolution of any concerns the school has in relation to this issue.

Monitoring

The frequency and intensity of any incidents will be monitored daily by the Head of School using Engage to ensure strategies are successful and to prevent any escalation of incidents.

Equal Opportunities statement

Each Student's culture and sexual orientation is recognised and treated with respect across the curriculum and Students are given the opportunity to share experiences and knowledge to raise self-esteem. Activities are organised to give Students the opportunity to share in, respect and appreciate a wide range of cultures and activities.