KPS ANTI-BULLYING POLICY

Date reviewed: Autumn 2026
Date of next review: Autumn 2027

SAT Sikh Academies Trust
Faith Inspired Education

Anti-Bullying

1. Anti-Bullying Referral System Our Core Values

At Khalsa Primary School (KPS), we believe that everyone has the right to learn and work in an environment free from humiliation, intimidation, harassment, sexual harassment, abuse, and discrimination. It is a school where every individual feels safe, valued, and respected for who they are.

This reflects in our overall Sikh Ethos and Khalsa Values of Kindness, Honesty, Achievement, Love, Service, and Aspiration.

It is the responsibility of all staff to ensure that learning takes place in an atmosphere which is caring and protective, fostering Kindness and Love in our interactions, Honesty in our communication, and Service through supporting and standing up for others. Through this approach, we nurture Aspiration and Achievement, enabling everyone to flourish both academically and personally.

2. Legal Framework

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Data Protection Act 2018

The following documentation is also related to this policy:

- Action on Bullying (Estyn 2014)
- Bullying: Effective Action in Secondary Schools (Ofsted)
- Cyberbullying: Supporting School Staff (DCSF)
- No Place for Bullying (Ofsted 2012)
- DfE Behaviour in Schools (2024) with reference to "Preventing and Tackling Bullying" as incorporated.
- Safe from Bullying: Guidance for Local Authorities and Other Strategic Leaders on Reducing Bullying in the Community (DCSF)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Behaviour and Discipline in Schools Guidance (DfE)
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Equality Act 2010: Advice for Schools (DfE)

- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- RHSE guidance September 2025 update

3. Key messages

- Be kind – Show compassion and care towards everyone (Kindness, Love).
- Show respect – Value others' differences and treat everyone with dignity (Honesty, Service).
- Always show good manners – Create a positive and welcoming environment for all (Kindness, Love).
- Accept others may have a different view to yours – Promote understanding and tolerance (Honesty, Service).
- Try to understand the other person's point of view – Listen actively and empathise with others (Love, Kindness).
- Treat others as you would like to be treated – Model fairness, respect, and compassion (Kindness, Service, Honesty).
- Don't hurt others – physically or emotionally – Uphold a safe, caring environment that allows everyone to thrive (Kindness, Love, Achievement).

4. Our Aims

- To have in place a safeguarding and child protection policy and related policies that outline clear
- procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of all children.
- To ensure compliance with all relevant legislation connected to this policy.
- To create a culture within the school of collaboration, co-operation, courtesy and engagement, with understanding and appreciation of difference, in terms of race, sex, sexuality, disability, religion, appearance, cultural background, family circumstances and perceived ability (high or low).
- To ensure that staff understand what bullying is and how to deal with it effectively, and how to use the referral system appropriately.
- To ensure that we log information on bullying incidents and use our analysis of that data to inform and improve future practice.
- To ensure that students understand what bullying is and feel fully confident that if they report it, it will be dealt with effectively by staff across the school.
- To ensure that staff model positive, respectful behaviour in their interactions with students, colleagues, and parents and carers.

5. Roles and Responsibilities

The Trust Board and KPS senior leaders are responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all trustees and senior leaders are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the

duties of the role.
- Appointing a safeguarding link trustee who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Under Section 157 of the Education and Inspections Act 2006 encourage good behaviour, the respect for others and endeavour to prevent all forms of bullying among pupils;
- Encourage school personnel to 'proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place'
- Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected in a secure place.
- Work with the wider community to deal with bullying that takes place outside school;
- Work closely with external agencies to support pupils who experience bullying;
- Work with anti-bullying organisations when dealing with certain forms of bullying;
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Senior and Middle Leaders are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

6. Types of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can include:

- Name-calling
- Racist language
- Sexist language
- Homophobic language – particularly the use of the word 'gay' as an insult
- Exerting peer pressure to unduly influence another student
- Excluding or abusing someone because of their race, sex or gender, sexual orientation or gender identity, religion, ability, disability, or appearance
- Inappropriate or unwanted physical or sexual contact
- Making threats and / or demanding money or possessions, including phones
- Hurtful remarks about someone's appearance
- Generating and passing on rumours about others
- Laughing at someone who is hurt or upset
- Threatening or actually physically assaulting another person
- Mocking someone's differences, including accents
- Making a joke at someone's expense and taking it too far so that it becomes hurtful
- Damaging or hiding someone's work or belongings
- Pressurising someone to join in inappropriate behaviour
- Cyberbullying via email, social networks, and mobile phones (see below).

6.1 Cyberbullying

Staff should note that bullying can take place out of school on online platforms. Cyberbullying can be extremely humiliating and damaging because of the ease with which the bully can reach a large audience. This includes:

- Using WhatsApp, texts, Facebook, Twitter, Snapchat or other social media to generate or pass on rumours about someone.
- Using WhatsApp, Facebook, Twitter, Snapchat or other social media to pass on images of someone.
- Making videos on mobile phones and posting them on public sites or sending them to others.
- Covertly or without permission recording or videoing another person.
- 'Sexting': This is the sending of sexually explicit digital images, videos, text messages, or email, usually via a mobile phone. It normally (but not always) involves boys putting pressure on girls to send them photographs of the girl naked or performing sexual acts, and then passing these on to their friends.
- 'Trolling' (anonymously posting abusive messages on a profile page or a Twitter account).

- ‘Doxing’ (uploading private images or videos to a website or public page).
- ‘Fraping’ (posting a message on someone’s Facebook or Twitter account pretending to be that person).

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in section 12 this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the ‘Signs of bullying’ section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages
- Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:
- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

7. Victims of Bullying

The school recognises that there are groups of students within the community who are vulnerable, and therefore at greater risk of being bullied. Teachers should always be alert to signs of being bullied in these children.

Vulnerable children are those who are likely to be bullied on the basis of:

- Race
- Religion
- Sexual orientation, (including being gay, lesbian, bisexual, or transgender)
- Disability
- Appearance
- Cultural background (including Traveller children)
- Family circumstances (e.g., being a Looked After Child or being a carer)
- Having Special Educational Needs, or being a high achiever

8. Staff principles

- The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
- Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.
- Staff will always respect pupils’ privacy, and information about specific instances of bullying is

not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.
- Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped

9. Procedures

Minor incidents will be reported to the victim's teacher who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the head of year in writing of the incident and outcome.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication.
- If a pupil is injured, members of staff take the pupil immediately to the school nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture.
- The headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

10. Sanctions

If the headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the perpetrator of the type of sanction to be used in this instance, e.g. internal exclusion, external fixed term exclusion or service-based activities, and future sanctions if the bullying continues. The sanctions will be applied in line with the Behaviour Policy.

If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator. Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The senior leaders informally monitor the pupils involved over the next half-term. The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the KPS Behaviour Policy.

11. Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the school counsellor
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities. Any decision to separate pupils will prioritise the wellbeing and comfort of the victim, and will not result in the victim feeling punished or isolated.

Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

12. Follow-up support

The progress of both the perpetrator and the victim will be monitored by their form tutors. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate,

follow-up correspondence will be arranged with parents one month after the incident.
Pupils who have been bullied will be offered continuous support. The DSL will hold a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the phase leader and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS. The school's Mental Health Lead will work with the DSL to assess whether Early Help or CAMHS referral is most appropriate, and whether ongoing school-based therapeutic interventions can support both parties.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher and DSL will look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents.

Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the headteacher and DSL will meet to discuss the use of alternative provision. Transfer to another school or use of alternative provision will only be considered when all other support strategies have been exhausted and in full consultation with the pupil and their family, ensuring it remains in their best interest.

13. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the

action taken against a pupil. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

14. Record keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Records will be securely stored in accordance with data protection regulations, and will be made available to parents or external agencies only where appropriate under safeguarding and GDPR legislation.
- Responding to any complaints about how cases have been handled.

15. Monitoring and review

Policy Updates in Line with National Guidance. The headteacher and DSL will ensure that this policy is reviewed and updated in response to new statutory or non-statutory guidance, including the forthcoming RSHE statutory guidance (expected 2025), to ensure that our approach to bullying prevention, online safety, and pupil wellbeing reflects the most current expectations and evidence.
This policy is reviewed every year by the headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.