



KATHERINE WARRINGTON SCHOOL

ANTI-BULLYING POLICY

Reviewed and adopted by Education Committee - December 2025

Date of next review: December 2027

Anti-Bullying Vision and Approach

Katherine Warington School aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and make progress. Bullying of any kind (whether it takes place in school or at home) prevents this from happening. At Katherine Warington School we aim to create a respectful culture, celebrate difference and challenge discriminatory language. Our vision is:

- To build and maintain an anti-bullying ethos within the school community
- To ensure all staff, students and parents and carers have a clear understanding of what bullying behaviour is, both in and out of school bounds and hours
- To ensure all trustees and staff know and understand the school policy on bullying and follow it when bullying is suspected or reported
- To ensure that all students, parents and carers know the school policy on bullying and feel confident to follow the anti-bullying systems
- To challenge attitudes about bullying behaviour as everyone has the right to learn in a comfortable environment
- At Katherine Warington School bullying should be actively challenged and diversity celebrated
- To increase understanding for students who are targets of bullying. The school's Anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our students and we will take all steps to ensure their safety. As a school, we take bullying very seriously. Students, parents and carers should understand that reporting bullying is essential and be assured that the school will support them fully whenever bullying is reported. It is the responsibility of members of the school community to implement the school's Anti-Bullying Procedures. This procedure is an important and integral part of the school's Behaviour, Safeguarding and Equality Scheme policies also.

The key legislation, government policies, school guidance which influence our anti-bullying policy and practice are listed below:

- Education Act 2002
- The Children Act, 2004
- Education and Inspections Act, 2006
- Equality Act 2010

- Keeping Children Safe in Education 2025

- Statutory duties regarding: disability, ethnicity, gender identification, religion and belief, sexual orientation, age or any other protected characteristic

What is Bullying?

Following recommendations from Hertfordshire County Council, bullying is defined as behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress.
2. There is an imbalance of power between the bully and target
3. The behaviour is sometimes repeated

Bullying can take place between students, between students and staff or between staff, and can include:

- teasing that becomes hurtful or distressing
- name-calling, taunting, mocking and making offensive comments
- offensive graffiti
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings
- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, alternatively the setting up of websites designed to embarrass or upset individuals
- Using AI to create 'deep fakes' or other images that seek to cause harm
- Spreading online disinformation purposefully to cause harm

Students may be bullied for a variety of reasons including:

- ethnic background, religion or culture

- disability, special educational needs or being particularly able, gifted and talented
- sexual orientation
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class)
- age/maturity
- home circumstances – certain groups such as students in public care, or young carers, or those with same sex parents or whose parents/carers have mental health difficulties may be particularly vulnerable

As a school, we also challenge the development of an environment which is hurtful and threatening to particular groups or communities. For example, casual use of homophobic, transphobic, bi-phobic, sexist or racist language does not go unchecked at Katherine Warrington School, whether it is targeted at an individual or not.

Child on Child Abuse:

If a student causes harm to another, this should not necessarily be dealt with as abuse. The following guidelines should be read in conjunction with those listed above to ascertain the severity of the behaviour. When considering whether behaviour is abusive, it is important to consider:

- whether there is a notable difference in power (for example age, size, ability, development) between the young people concerned
- whether the perpetrator has repeatedly tried to harm one or more other students
- whether there are concerns about the intention of the alleged perpetrator

Any manifestation of child on child abuse (physical, sexual or emotional including gender based violence/sexual assaults, sexting, teenage relationship abuse, child on child exploitation, serious youth violence, sexual bullying or harmful sexual behaviour) that is identified by a member of staff is referred immediately to the DSL in school so that it can be dealt with through the appropriate channels.

Roles and Responsibilities Across The School

Trustees' role and responsibilities

- Promote the wellbeing and ensure the safeguarding of students in school

- Ensure the school complies with legislation and statutory duties, and observes national and local guidance
- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying behaviour

Headteacher and Senior Staff With Key Responsibilities

- Build and maintain a school ethos which is welcoming and supportive and inclusive of students, parents/carers and staff
- Promote the wellbeing and ensure the safeguarding of students in the school
- Ensure staff (including support staff) receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying
- When appropriate, use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site
- Act as appropriate role models for managers, staff, parents and students
- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc.,) as appropriate to respond to incidents

All Teaching and Support Staff

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of students and staff
- Promote the wellbeing and ensure the safeguarding of students in school
- Behave with respect and fairness to all students
- Observe and implement the school's anti-bullying, racist incidents, behaviour and equalities policies and practices
- Model positive attitudes and relationships in line with guidance in the Katherine Warrington School Staff Code of Conduct
- Promote a positive view of difference and challenge prejudice and stereotypical views, both through classroom practice and by modelling the behaviour and values they are trying to instil in the school community

Students

- Should report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else. Students who do not report a bullying incident (acting as a bystander) are likely also to receive a consequence
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, diversity is celebrated and discrimination is actively challenged
- Students have a number of reporting methods including using safe@kwschool.co.uk

Parents/Carers

Parents and carers will:

- regularly speak to their child in order to promote a social conscience and awareness that reporting unkind behaviour/ bullying is the right thing to do
- be aware of and support the anti-bullying policy and procedures and use these to assist their child in understanding the impact of unkind behaviour/bullying behaviour
- support the school's actions in dealing with proven cases of unkind behaviour/bullying
- work with the school in order to support their child in developing positive responses to incidents of unkind behaviour/ bullying consistent with the academy's anti-bullying procedures.
- engage in the Early Help process if wider support is required
- be responsible for monitoring their child's e-communication and social media use. Should cyber-bullying occur, parents are responsible for ensuring that the appropriate reporting mechanism is used. For example, the report feature on Facebook, red flag on Youtube or report to the local police

Preventing and Responding to Bullying

Whilst we acknowledge that bullying cannot be completely eradicated, as a school, we are wholly committed to taking measures to minimise its presence and impact on individuals

and the student body. The following strategy, developed in consultation with students, parents, staff and trustees, gives details of how we hope to achieve this:

- Katherine Warrington School has an effective pastoral system which takes all allegations of bullying seriously, investigates them and acts upon the findings according to the guidelines in this and the associated behaviour policy. This will always involve discussion with all students involved and, in the majority of instances, their parents.
- The teachers' observation of the behaviour of the students in their care is often the first indicator of bullying. The Form Tutor's role is vital but all staff will be vigilant and alert to signs of bullying in classes and around the school site.
- Assemblies and house activities relating to the promotion of diversity and wellbeing at Katherine Warrington School are exemplified annually during National Anti-bullying Week in November and across the school year.
- A year 7 'bully-free form status' programme is run annually and an accreditation event is held in May, led by the school's Head of Year7, assisted by the pastoral team, senior staff and trustees.
- A whole school focus on Diversity, celebrating diversity in our school community, promoted through a variety of House activities throughout the year, including related work in form time and assemblies.
- Anti-bullying advice is displayed around the school and the school's Anti-bullying Policy is available on the website.
- The PSHE and Citizenship curricula address issues such as bullying, conflict and its resolution and peer pressure as do other subject areas such as Drama and on occasion, English. Students discuss both the impact of such behaviour on others and also look at effective ways of dealing with the situations they may experience. Students will also be made aware of anti-bullying strategies through assemblies and form periods.
- The Technology Use Agreement includes specific measures to tackle cyber bullying through the misuse of digital media, such as images of students, both in and out of school.
- Review the annual wellbeing survey and particular attention in regards to bullying statistics.
- Anti bullying ambassadors are recruited regularly and play a vital role in providing student voice for those that have been bullied or need support.
- The school provides a range of reporting procedures including the safe@kwschool.co.uk email address.
- The school has appointed an Equality, Diversity and Inclusion Lead. Their role is strategic yet they oversee the work completed in school around anti bullying. They also support students and staff with racist incidents and work hard towards prevention. This member of staff takes responsibility for developing the 'I See It' campaign to combat

bullying that targets students' protected characteristics.

- In form times and assemblies activities take place during transition and during anti-bullying week to remind students about the importance of trusted adults in school.
- We have appointed an Anti-bullying coordinator to improve all aspects of Anti-bullying work across the school and to manage the team of ambassadors. This member of staff works closely with the DSL to review bullying data.

Bullying on School Buses

Every young person has the right to feel safe outside of school as well as in school therefore, our anti-bullying policy extends onto buses and any other method of transport students use to travel to and from school.

We will work with our bus companies and with our neighbours in the area to prevent and enforce our anti-bullying vision and approach.

Stakeholder Communication

The school's Anti-bullying policy is available for students, staff, trustees and parents/carers to view on the school website. Staff (teachers, teaching assistants and other support workers) are expected to model appropriate behaviour and challenge bullying according to guidance. Parents are encouraged to contact the school if they are concerned that their child is involved in bullying.

Monitoring and Evaluation

Monitoring and evaluation forms a regular part of the school's self-evaluation process. All policies are evaluated and reviewed with involvement from staff, students, the governing body, parents and carers as appropriate. The Anti-bullying policy is reviewed every 3 years. Tools that are used to assess the impact of the implementation of our anti-bullying policy include:

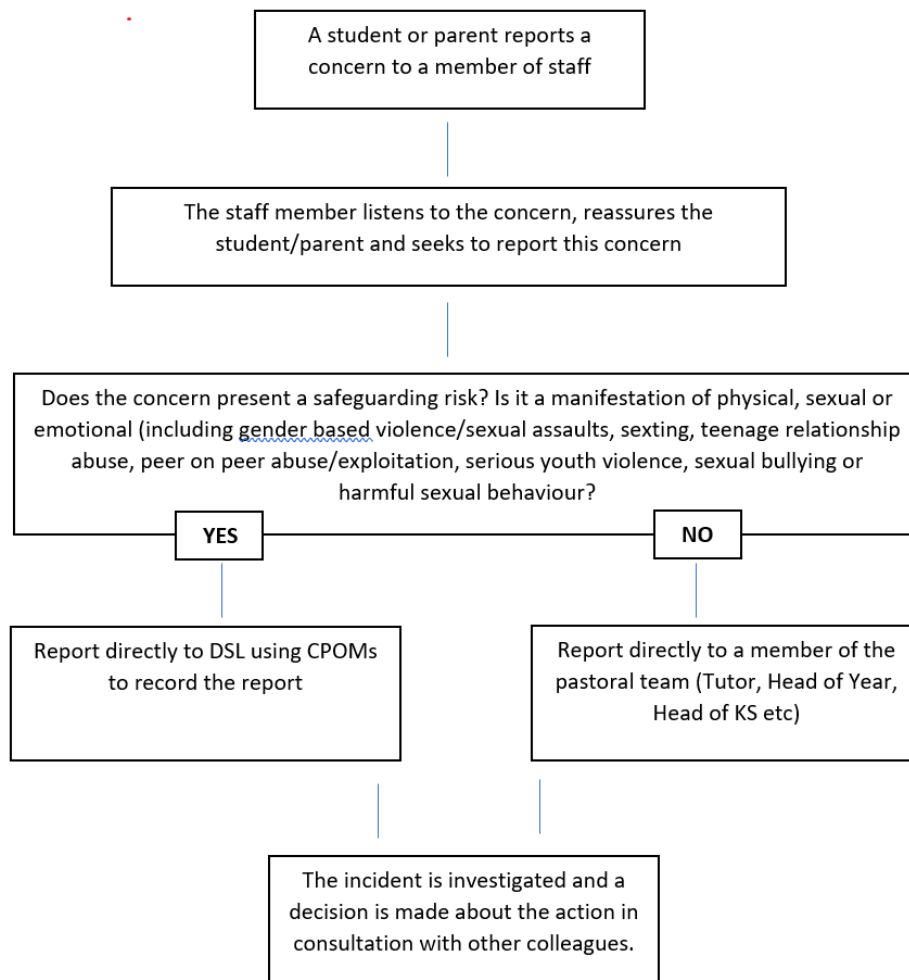
- Annual behaviour report to trustees by a senior member of staff, including information

on reported experiences of bullying and recorded incidents of bullying

- The outcomes and actions that stem from student voice opportunities throughout the year

Appendix 1 : Anti-bullying procedures for staff

Students are frequently encouraged to report incidents of bullying to a trusted member of staff.



Possible Actions

Apply sanctions in line with Behaviour and Conduct Policy	Inform parents of both the target and the child who bullies	Make sure information is recorded on CPOMs	Engage the child who bullies in restorative work or reflective work	Review the outcome at a later date to ensure this behaviour does not persist
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