



**KING'S COLLEGE SCHOOL**  
ALICANTE

# **King's Group Policy**

## Preventing & Tackling Bullying

---

**Policy Owner:** Sharmila Gandhi

**Written by:** King's Group

**Approved by:** Simon Wicks  
**Approved date:** August 2024

Governors  
1st September 2024

**Last reviewed by:** Simon Wicks  
**Last reviewed:** August 2025  
**Next review:** August 2026

# Contents

Introduction	3
<b>Policy objectives</b>	<b>3</b>
<b>Links to legislation</b>	<b>3</b>
<b>Responsibilities</b>	<b>3</b>
<b>Definition of bullying</b>	<b>3</b>
<b>School ethos</b>	<b>4</b>
Our school:	4
<b>Responding to bullying</b>	<b>4</b>
<b>Cyberbullying</b>	<b>5</b>
<b>Supporting pupils</b>	<b>6</b>
Pupils who have been bullied will be supported by:	6
Pupils who have perpetrated the bullying will be helped by:	6
Supporting adults	6
Adults (staff and parents) who have been bullied or affected will be supported by:	6
Adults (staff and parents) who have perpetrated the bullying will be helped by:	6
<b>Preventing bullying</b>	<b>7</b>
Environment	7
Policy and Support	7
Education and Training	7
Involvement of pupils	7
Involvement and liaison with parents and carers	8
Monitoring and review: putting policy into practice	8
<b>Useful links and supporting organisations</b>	<b>8</b>
GENERAL	8
SEND	8
Cyberbullying	9
Race, religion and nationality	9
LGBT	9
Sexual harrassment and sexual bullying	9

## Introduction

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2016. The school has read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

## Policy objectives

This policy outlines what King's College Alicante

- school will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- King's college Alicante is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Links with other school policies and practices

- This policy links with a number of other school policies, practices and action plans including:
- Behaviour policy
- Rewards and sanctions policy
- Complaints policy
- Child protection policy
- Acceptable use policy (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing Mobile phone and social media policies
- Searching, screening and confiscation policy (part of Behaviour policy)

## Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011 o The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988 o Public Order Act 1986

## Responsibilities

It is the responsibility of:

- The **Executive Headteacher** to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- **School Governors** to take a lead role in monitoring and reviewing this policy.
- **All staff**, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- **Parents** to support their children and work in partnership with the school.
- **Pupils** to abide by the policy.

## Definition of bullying

- Bullying is "behaviour by an individual or a group, 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 unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

#### Forms of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types of bullying including.
- Bullying related to race, religion, nationality or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology, known as online or cyberbullying

## School ethos

King's College Alicante recognises that bullying, especially if left unaddressed can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

#### Our school:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Safeguarding Authorities and other relevant organisations when appropriate.

## Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Head of Primary or Head of Secondary will interview the individual involved. This may be delegated to another member of the team but will always be recorded on MyConcern
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.

- Sanctions (as identified within the school behaviour policy and or Rewards and Sanctions Policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local safeguarding services (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

## Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.

This may include:

- looking at use of the school systems;
- identifying and interviewing possible witnesses;
- Contacting the IT department and online service provider and the police, if necessary.
- Working with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- Supporting reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law of the country and also the school searching and confiscation policy.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensuring that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Informing the police if a criminal offence has been committed.
- Providing information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- Advising those targeted not to retaliate or reply;
- Providing advice on blocking or removing people from contact lists;
- Helping those involved to think carefully about what private information they may have in the public domain.

## Supporting pupils

### **Pupils who have been bullied will be supported by:**

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through external psychological services

### **Pupils who have perpetrated the bullying will be helped by:**

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings.
- Detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to external psychological services.

## Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

### **Adults (staff and parents) who have been bullied or affected will be supported by:**

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Executive Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

### **Adults (staff and parents) who have perpetrated the bullying will be helped by:**

- Discussing what happened with a senior member of staff and/or the Executive Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

# Preventing bullying

## Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

## Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concern.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

## Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

## Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying. o

- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

### **Involvement and liaison with parents and carers**

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### **Monitoring and review: putting policy into practice**

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Executive Headteacher will be informed of bullying concerns, as appropriate.
- The Executive Headteacher will report on a regular basis to the governing body on incidents of bullying, including outcomes.

## **Useful links and supporting organisations**

### **GENERAL**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

### Race, religion and nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### LGBT

- Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## KCA: Wellbeing Concern Form

This form is for pupils who are worried about themselves or someone else.

You can use it to share concerns about friendship issues, bullying, online behaviour, or anything that's making you or someone else feel unsafe or unhappy.

You can fill this form in **with your name** or **anonymously**. You can also email us directly using **saferguarding.kca@kings.education** if you prefer

*Please remember: this form is checked term-time, during school hours (Monday to Friday). If you or someone else is in immediate danger, please tell a teacher, trusted adult or talk to a Designated Safeguarding Lead straight away.*

***This form or the above email address are not monitored during school holidays.***

# KCA Bullying Allegation Protocol

## Purpose

This [form](#) must be used to record any allegation, report, or confirmed instance of bullying behaviour involving KCA pupils. It ensures that all concerns are investigated, documented, and monitored in line with College safeguarding and behaviour policies.

## When to Use This Template

- When a **parent, pupil, or staff member** reports alleged bullying or repeated unkind behaviour.
- When there is **evidence of peer conflict or exclusion** causing emotional or physical harm.
- When **online or social media messages** involve inappropriate or harmful language between pupils.
- To document **follow-up investigations and actions** after any informal bullying concern is raised.

If in doubt, **complete the form** and discuss with a **Designated Safeguarding Lead (DSL)**.

## Who Completes the Form

- Normally completed by the **Lead Investigator** (Head of Year, Deputy Head, or DSL/Deputy DSL).
- Support staff may start the form to record first-hand evidence but must pass it immediately to the DSL team.
- **Maeva Rodríguez – Deputy DSL and Anti-Bullying Lead** currently oversees bullying cases and ensures consistent recording, follow-up, and review.

## How to Complete It

1. **Enter case details** (title, date opened, reference code, investigator).
2. Record a **summary of the concern** as factually as possible.
3. List **all pupils involved** with clear identification of victim(s), alleged perpetrator(s), and witnesses.
4. Log **all evidence collected**, including screenshots, statements, and meeting notes.
5. Use the **Actions Taken** table to record each step – who did what, when, and the outcome.
6. Note **support and safeguarding measures** (counselling, mentoring, restorative meetings).

7. Conclude with **findings, outcome, and review date**.

All sections must be completed before marking a case as **closed**.

## Storage and Confidentiality

- Completed forms must be uploaded securely to **MyConcern** (or **iSAMS Safeguarding Module** once implemented).
  - Attach all relevant evidence (screenshots, statements, emails) to the same record.
  - A copy of the **completed version** should be sent to the **Executive Headteacher** for formal filing.
    - Simon Wicks will file securely under *Complaints & Concerns* → *Bullying Allegations*.
  - Do **not** email full records to parents or non-DSL staff.
    - Summaries may be shared only by the Executive Headteacher, Director of Phase, or DSL.
- 

## Escalation and Oversight

- **Primary oversight:**
  - **Maeva Rodríguez** – Deputy DSL and *Anti-Bullying Lead*
  - **Adrian Hickman** – Director of Lower & Middle School (EY–Year 8 oversight)
  - **Simon Nixon** – Director of Senior School (Years 9–13 oversight)
  - **Simon Wicks** – Executive Headteacher (overall oversight and record holder)
- The Anti-Bullying Lead ensures that all relevant senior leaders, including the DSL, are informed of progress and that appropriate action is taken.
- Any incident involving **serious harm, discrimination, or ongoing peer harassment** must be escalated to **ELT** and recorded as a **formal complaint**.
- Emerging trends or repeat issues should be discussed at **DSL meetings** and reviewed termly for pattern tracking.

## Key Principles

- **Listen carefully, act quickly, record accurately.**
- Maintain a **restorative and educational approach** – help pupils learn from their behaviour while protecting those affected.

- Reinforce KCA's **zero tolerance of bullying**, while recognising that some unkind behaviour can arise as pupils learn to manage social pressures and early adolescence.
- Always prioritise **pupil safety, dignity, and emotional wellbeing**.

