



KING'S COLLEGE SCHOOL  
CHAMARTÍN

## Preventing and Tackling Bullying Policy

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](#)" 2021. and Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

### **Ethos**

King's College School, Chamartín 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 school can help to create a safe, caring, respectful environment, where pupils are able to learn and fulfil their potential.

### **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
- 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
- Public Order Act 1986
- Community of Madrid 2022

<https://www.educa2.madrid.org/web/convivencia/acoso-escolar>

### **Aims**

The aims of this policy are to:

- Prevent bullying and maintain and promote a positive environment where all pupils can thrive and be happy
- Comply with the School's obligations under the Equality Act 2010
- Foster positive attitudes towards individuals who are disabled and towards religious, cultural or ethnic groups in and outside the School community

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In order to support this, the *Preventing and Tackling Bullying Policy* aims to ensure that all pupils are free to thrive and enjoy their time at the School without the fear of being bullied or opportunities to bully others. Equally important is that pupils:

- (a) Know where to get help if they feel they are at risk of bullying
- (b) Are aware of School procedures and have confidence to use them

The School is committed to maintaining and promoting good behaviour. Bullying of any kind is unacceptable and will be dealt with in accordance with this policy.

**We are a *Telling* school, we ALL encourage pupils to share when there is a problem.**

This means that *anyone* who knows that bullying is happening is expected to tell the staff. This policy covers all bullying (inside and outside of school) of which the School is aware including when the pupil is off school premises under the lawful control of school staff.

This policy applies to the whole school and was drawn up in light of the Department for Education's guidance on bullying and may be reviewed in light of any substituting or amending guidance as issued from time to time.

This policy should be read in conjunction with other school policies such as the school's Behaviour Policy and Safeguarding Policy

## **Objectives**

In order to fulfil these aims, the School:

- Ensures that the whole community of parents, pupils and staff understand what bullying is, recognise the signs and are aware of the procedures to follow if they have concerns.
- Equips pupils with strategies which enable them to respond quickly to actual or perceived bullying behaviour towards themselves or others.
- Reinforces the anti-bullying message with pupils across the School and curriculum.
- Reinforces the anti-bullying message with parents through regular formal parent
- Communications, informal communications which reinforce the School's aims and quick response to concerns as they are aired.
- Reinforces the anti-bullying message with the whole staff community through regular, general and specific INSET, staff meetings and individual

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communications between staff members. (See appendix 2 for guidance for teachers).

- Provides support for those who are the victims of bullying and those who are perpetrating bullying behaviours.
- Provides Peer Mentors in the School to support those who are the victims of bullying in tandem with other adult support services.
- Ensures that all pupils understand the School's Behaviour Policy and the sanctions which may be put in place in response to substantiated incidences of bullying.

### **Responsibilities**

It is the responsibility of:

- the Headteacher to implement the school's anti-bullying strategy, to ensure that all members of the school community are aware of this policy, and that they know how to identify and deal with incidents of bullying.
- the Headteacher to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- 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.
- All staff to attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Parents to support their children and work in partnership with the school.
- Pupils to abide by the policy.

During school hours, including while pupils are taking part in school visits, after school clubs and while online, the school has direct responsibility to ensure children feel safe and secure.

The school also has a role in the prevention of bullying outside of school premises, for example on public transport or in nearby public communal areas.

If seen as appropriate, the headteacher or staff can choose to report bullying to the police (Agentes Tutores) or local authority (Comunidad de Madrid).

### **Definition of Bullying**

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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).

All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) defines bullying as having three important components:

- repeated aggressive behaviour that involves unwanted, negative actions
- involves a pattern of behaviour repeated over time
- involves an imbalance of power or strength.

This means that the victim feels that they are unable to defend themselves.

### **Forms of bullying**

Bullying takes many forms and can include:

- physical assault and threats of harm
- verbal abuse (including name calling)
- emotional abuse (including social isolation)
- sexual abuse
- cyberbullying (any form of bullying behaviour via electronic means).

It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying can happen to anyone.

There are many different kinds of bullying including but not limited to:

- 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.

The School is aware that some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs and/or disabilities,

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those with caring responsibilities, or those going through a personal crisis or suffering a health problem.

### **Definition of cyber-bullying**

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

### **Types of cyber-bullying**

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

It is recognised that in the case of cyber bullying, the victim and aggressor may not be on the School premises at the time when the incidents occur. Cyber-bullying can therefore be more intrusive than other forms of bullying because it can occur 24 hours a day, 7 days a week and may be almost impossible for a victim to escape. The School recognises its responsibility to help address this and will take action to help prevent incidents of cyber-bullying, which may include consultation with the IT Manager and external agencies where appropriate.

The School educates its pupils both in the proper use of telecommunications and about the serious consequences of cyber-bullying and will, through PSHE, in Computing

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lessons, tutorial sessions and assemblies, continue to inform and educate its pupils of the importance of online safety and the seriousness of cyber-bullying.

### **The effects of bullying**

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviors such as running away from home, harming themselves, or attempting or talking about suicide.
- is reluctant to discuss reasons for any of the above.

### **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.

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- 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 should 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 incident. All known information should be recorded on iSAMS Wellbeing Manager, and the Pastoral Lead should be informed immediately.
- Time should be taken to listen to all children involved within a safe and confidential environment (while being clear on limits to confidentiality if there is information you need to share to keep a child safe). A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.
- 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.
- If required, the Pastoral Lead will interview other people involved and record additional details on iSAMS Wellbeing Manager. This should include the target, the perpetrator/s and any other children that have witnessed the bullying behaviour.

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- The Headteacher should be informed that a possible bullying issue is being investigated.
- Teachers will be kept informed and asked to monitor the situation, and the school will inform parents at this stage if appropriate.
- The Pastoral Lead or other member of staff leading the investigation should review all evidence and information and check carefully for any inconsistencies or gaps. Any additional information required should be followed up as quickly as possible, involving tutors or other staff members as appropriate.
- If the evidence suggests that bullying has taken place, the Headteacher will be presented with all information and they will inform the Regional CEO.
- In the first instance perpetrators of the bullying behaviour will be counselled by tutors or pastoral staff, and a commitment to correct the behaviour will be elicited. If appropriate, a behaviour contract will be put in place to monitor and support the perpetrator.
- If appropriate, the bully should make a genuine apology to the victim.
- A range of additional sanctions can also be used as appropriate and in consultation with all parties concerned. These sanctions could include:
  - verbal or written warnings,
  - restrictions of break and lunchtime activities,
  - fixed term and in the event of persistent bullying, permanent exclusion.

If necessary, other agencies may be consulted or involved, such as the police or other local safeguarding services. Such incidents include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

In clearly identified or serious cases the bullying incident should also be reported to the Comunidad de Madrid, in accordance with their protocols regarding “acoso escolar” (see information on their website) [Protocolos de acoso y violencia | Comunidad de Madrid](#)

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.

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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.
- reporting 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 Spanish law.
- requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

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- Ensure 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.
- Inform the police if a criminal offence has been committed.
- Provide 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/tutor, the Designated Safeguarding Lead, school counsellor, 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, e.g. inclusion in social groups supported by the school counsellor.
- 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.

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- 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.
- Consequences, in line with school behaviour/discipline policy; this may include official warnings.
- Reflection time, 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.

Bullying is often a group behaviour and so in taking action it is important to listen to, and work with all those involved to make sure it doesn't happen again. It is also important to remember that children may hold different roles at different times. Research suggests that some of the worst outcomes are experienced by 'bully-victims'. These are children that experience bullying, and bully others. When working with children it is important to focus on the behaviour rather than the person. The ultimate goal is for the bullying behaviour to stop.

### **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 Headteacher.

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- 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 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

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difference. Also children with different family situations, such as same sex families, 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.

### **Role of staff**

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use opportunities within the curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour.

Time during the school day will also be used to praise, reward and celebrate the successes of all children (such as celebration assemblies) to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected ‘bullies’ and any incidents will be handled carefully.

All cases are individual and various strategies will be employed to address the issue. Teachers and support staff will do everything they can to support a child who is being bullied.

### **Policy and Support**

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

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- 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 affects 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: 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. We ask for pupils' opinions in our school council meetings due to the young age of our children.
- 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.

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- 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 developing 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 Headteacher will be informed of bullying concerns, as appropriate.
- The CEO will report on a regular basis to the governing body on incidents of bullying, including outcomes.
- This policy will be reviewed annually or sooner as appropriate.

### **Useful web links**

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## Useful links and supporting organisations

- 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)
- PSHÉ 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)

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## 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)

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<b>Approved by :</b>	<b>Next Review:</b>
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## Appendix 1

### Social and Emotional Aspects of Learning (SEAL)

The SEAL materials help schools to develop social and emotional skills, which underpin the PSHE framework, and to meet the criteria for emotional health and well-being in the National Healthy Schools Programme. SEAL was initially developed for primary schools and a programme for secondary schools has been piloted and will be rolled out nationally starting in September 2007. It provides a framework and resources to help schools to systematically and progressively develop pupils' social and emotional skills. The Primary SEAL resource provides a whole-school and whole-curriculum framework and is organised into seven themes:

New Beginnings  
Getting On and Falling Out  
Going for Goals

### RESOURCES AND REFERENCES

Opportunities to promote anti-bullying messages through the curriculum

Good to Be Me  
Relationships  
Changes  
Say No to Bullying

Each theme is relevant to reducing bullying. The theme "Say No to Bullying" provides an explicit focus on bullying and is a useful resource for Anti-Bullying Week. The SEAL learning objectives related to anti-bullying are:

#### Foundation stage

- I know I belong in my classroom.
- I like the ways we are all different and can tell you something special about me.
- I can tell you some ways in which children can be unkind and bully others.
- I can tell you how it feels when someone bullies you.
- I can be kind to children who have been bullied.
- I know who I could talk to in school if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

#### Years 1 and 2

- I can tell you what bullying is.
- I can tell you some ways in which I am the same and different from my friends.
- I am proud of the ways in which I am different.

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- I can tell you how someone who is bullied feels.
- I can be kind to children who are bullied.
- I know that when you feel sad, it affects the way you behave and how you think.
- I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

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## Appendix 2

### GUIDANCE FOR STAFF DEALING WITH BULLYING OR CONFLICT

#### LISTEN

- Investigate the incident; do not dismiss children as 'telling tales'.
- Model the correct behaviour yourself by staying calm, speaking quietly and not shouting.
- Ensure your body language matches what you are saying! Remember shouting, pointing your finger or standing over children can escalate rather than de-escalate the situation.
- Ensure each party has uninterrupted speaking time. Explain that everyone will have a chance to talk but it is necessary to take turns so everyone can be heard.
- Listen without prejudging the situation or the children involved (talk to others who may have seen it if necessary, but remember they may want to support their friends).

#### FEEDBACK

- It is common for children to have different accounts of what happened. Move on and allow children to express how they feel about what has happened.
- Acknowledge (repeat back) how the other person is feeling and give each child the chance to describe their feelings about what they have done or experienced.

#### MAKING AMENDS

- Being allowed to speak and say how you are feeling releases a lot of the anger that has built up.
- Summarise what has been said and focus on what they agree on.
- Ask the children what they would like to happen/what they think should happen. Often the person being bullied only wants an acknowledgement that what happened was wrong and to be left alone in future.
- The 'bully' will often be harder in setting their own punishment than you would! For example, 'you've broken the rules by...., what do you think would be fair now? 'Lose my playtime for a week'.
- Remind the children that making amends is something you do, not something you just say.
- Don't set unfair or unreasonable punishments that will build resentment
- Let them know you will be monitoring the situation to ensure they keep to what is agreed.
- Ask the children to feedback how the other child feels about what has happened
- Separate the behaviour from the child (e.g. what they did was bad, rather than they are bad)

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## Appendix 3

### Signs and Symptoms

- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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## Appendix 4

