



Anti-Bullying Policy

Approved by:	Headteacher	Date: December 2025
Last reviewed on:	December 2025	
Next review due by:	December 2026 (annual)	

At Kingswood Primary School we believe that pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. The school works to promote an ethos of good behaviour where pupils treat one another and the school staff with respect because they know this is the right way to behave. We aim to create an inclusive environment where pupils can openly discuss the nature of their bullying, without fear of further bullying or discrimination.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

Every child has the right to feel safe and happy, both in class and in the playground. Bullying in any form, by anyone, will not be tolerated. We do not tolerate or ignore any kind of bullying.

The school is aware of the statutory responsibility to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises..... 'this can relate to any bullying incidents occurring anywhere off the school premises....'

Policy Development

This policy sits alongside the school behaviour policy and supports the school values of promoting equality and ensuring safeguarding for all members of the school community. It is made available to all staff and parents via the website and staff handbook and is reviewed every two years. It has been formulated in consultation with staff, governors, parents and children.

Pupils contribute to the development of the policy through the school council and PSHE discussions. The school council has developed a pupil friendly which can be viewed on the website and displayed in classrooms.

Parents/Carers will be encouraged to contribute by: taking part in consultations and specific parent groups.

Roles and Responsibilities

The Head Teacher

- has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.
- Leading on / managing bullying incidents to ensure consistency of approaches used
- Managing the reporting and recording of bullying incidents and ensuring consistency of the monitoring
- Working with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence has taken place
- Monitoring bullying incidents, alongside the anti-bullying coordinator to evaluate the effectiveness of the policy and procedures and identifying where bullying is recurring between the same pupils or groups of pupils

The Anti –bullying Coordinator in our school is: Gemma Sansum and her responsibilities are:

- Policy development and review involving pupils and staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff where appropriate
- Coordinating strategies for preventing bullying behaviour

Definition of Bullying

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.' *Dfe definition 2017 'Preventing and tackling bullying'*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

What does bullying look like?

Bullying can include:

- **Physical bullying** eg physical assault (hit, punched, pushed), spitting at, pulling hair, taking or damaging property or belongings
- **Verbal bullying** eg name calling, taunting, mocking, making offensive comments, threats, made to feel bad, producing offensive graffiti
- **Relational bullying** eg left out of games, deliberately ignored, has rumours spread about them, is stalked or intimidated
- **Cyber bullying** eg via chat rooms, online, instant messaging, on a mobile phone or within e-mails

Bullying may occur due to:

- **Actual differences or perceived differences:** Special Educational Needs or disabilities eg particular characteristics may make a child a target; gender eg sexist comments; transgender eg when an individual has or is undergoing gender reassignment; homophobic eg towards individuals who may be gay, lesbian or bisexual; situation eg young carers or children in care or otherwise related to home circumstances; appearance eg particularly in girls who mature at different times; health
- **Race** eg differences in race, religion or culture

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

- *Reporting.*

Pupils: The school has a variety of reporting systems so that pupils are reassured that they will be listened to and incidents acted on. These include using the time to talk 'bubble cards'. Pupils must report any incidents of bullying to an adult within school. This in turn needs to be **relayed to the class teacher**. If another pupil tells an adult that they are being bullied or, if they see bullying taking place it is their responsibility to report their knowledge to a member of staff. Lunch time supervisors who recognise that bullying is occurring should inform the class teacher of the victim.

Parents/carers: Parents/carers are asked to report incidents initially to the class teacher. The school ensures that parents/carers are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. The school will report incidents of bullying to parents/carers. The school will deal promptly with any complaints in line with the school complaints policy.

Staff – the school ensures that staff understand the principles and purpose of the anti-bullying policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Staff will use the school system (behaviour incident form- see appendix 1) for recording and reporting bullying incidents.

The school will seek advice from / involve the police if the bullying could be a criminal offence eg under the Malicious Communication Act 1988, 'it is an offence to send an electronic communication to another person with the intent to cause distress or anxiety.....or which conveys a message which is indecent or grossly offensive, a threat or contains information which is false and known or believed to be false by the sender'.

The school will work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

The school will also work with other schools, agencies and the wider community to tackle bullying that is happening outside the school.

Outside school - When bullying outside school is reported to school staff, it should be investigated and acted on. Parents may wish to contact the police. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in the local authority of the actions taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

- *Recording and monitoring*

All reported incidents of bullying will be taken seriously by staff members, but it is the class teacher's responsibility to initiate action and record the incident on CPOMS

Upon discovery of an incident of bullying the class teacher will discuss the problems with the children involved. The class teacher will talk to each child in turn in a quiet room, where privacy can be ensured. The restorative approach will be used when dealing with instances of bullying focused on *finding a solution* to the problem and stopping the bullying reoccurring.

This means:

- Identifying what has happened
- Accepting responsibility for the harm caused
- Identifying what the impact has been on those involved (who has been affected and in what way)
- Recognising the need to take action, to begin to repair the harm caused and
- Agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time

This approach is used in conjunction with – not in place of – sanctions.

1. The class teacher will interview the alleged victim first who is invited to tell about his/her feelings and to express them through a picture or writing and indicate who is involved. For this child, the teacher will act more as a counsellor and will suggest possible strategies or actions to take if the bullying continues. The school may initiate extra social skills groups with the children to help improve the situation or involve the Emotional Literacy Support Assistant to work with the children.
2. The alleged perpetrator(s) is then seen and the teacher will encourage the bully to focus on the victim's feelings and to suggest ways of changing his or her behaviour in a way that makes the victim happier, giving positive responses. Older pupils who perpetrate bullying may be asked to write a report of the incident themselves and how they have agreed to change their behaviour.
3. The class teacher will inform the Head teacher.
4. The class teacher will inform the children's parents about the situation.
5. The teacher will monitor the situation by meeting the children and discussing with each child separately, how matters have progressed. This will be recorded on the original behaviour sheet within 2 weeks. Following this, the parent(s) of the alleged victim will be informed of the progress made.

6. If the bullying continues the class teacher will inform the Head teacher, who will then notify the parents/carers of the children involved and arrange separate meetings to discuss the situation and the action being taken by the class teacher (who should also be present at such meetings). Notes will be kept of such meetings. The Head will follow up the action taken two weeks later and then 1 month later to ensure the bullying has not started again.

All bullying behaviour will be dealt with in line with the school behaviour policy and consequences will reflect the seriousness of the incident. All sanctions will be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and the head teacher will be notified.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to the governors in an anonymous format as part of the head teacher's termly report.

The policy will be reviewed and updated annually by staff and governors.

Strategies to prevent bullying?

As part of our ongoing commitment to the safety and welfare of our pupils we at Kingswood Primary School have developed the following activities to promote positive behaviour and discourage bullying behaviour. These include:

- Making clear that we will not tolerate bullying
- Ensuring victims feel able to 'tell' and not suffer in silence
- Ensuring children and adults know the procedures to follow if bullying occurs
- Proactively seeking to celebrate success E.g. achievement assemblies, golden stars for showing school values
- Regularly reminding the children of the playground and class codes of conduct
- Explaining the codes of conduct to new children, new staff and new playground supervisors
- Adults carefully spaced out at lunch/break to see what is happening
- Range of activities at break/lunch to keep children busy and active
- Ensuring all adults are alerted to children with any problems
- Pupil bullying survey
- Anti-bullying leaflet/message from school council
- Restorative approaches
- Circle of friends
- Social skills groups/friendships groups
- Home School link worker/ELSA support
- Talking about bullying in assemblies
- Displays about bullying, E safety and child line visible around the school
- Using the curriculum wherever possible to reinforce the ethos of the school, e.g. PSHE, circle time, assembly, annual anti-bullying themed days, English, history
- Ensuring that parents/carers know about our policy

- 6 school values promote positive behaviours and respect
- Ensuring all children are aware of the E safety rules (see separate E safety policy) as part of the ICT/PSHE curriculum
- Staff training

Actions to tackle staff bullying

Any member of staff can report to the Head teacher an incident of bullying. Both the alleged victim and the alleged bully will be interviewed by the Head teacher and will have the right to be accompanied by a friend or union representative. A restorative approach will be used to deal with instances of staff bullying. A written record will be kept on the individual's personnel file. In serious cases the Head teacher may pursue the matter in accordance with the agreed Disciplinary Procedure after seeking advice from the Authority. All staff are advised to seek union advice when there is any kind of bullying within the workplace, including by that of the Head teacher.

Actions to tackle Parent/Carer Bullying

If a member of staff is being bullied by a parent/carers they must inform the Head teacher. The Head teacher will interview both parties. At the discretion of the Governors/Chair of Governors, the perpetrator may be banned from the premises with the assistance of the police if necessary.