



# Anti-Bullying Policy and Procedures

## Our Vision

*Developing caring, confident and creative children who achieve excellence.*

<b>Approved by:</b>	Staff and Governors	<b>Date:</b> November 2019
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<b>Last reviewed on:</b>	September 2025
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<b>Next review due by:</b>	September 2026
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## Anti-bullying Policy

### **Introduction**

Bullying (sometimes referred to as 'peer to peer' abuse) affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes/insults, intimidating and threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed will a child best be able to benefit from the opportunities at school.

**At Kington Primary School, abuse will never be tolerated or passed off as “banter” or “part of growing up”. Research into contextual safeguarding issues shows that young people need to be supported to build protective peer relationships, within safe school and community settings, including personal online safety. Our ethos and curriculum aims to support this.**

**Most cases of pupils hurting other pupils will be dealt with under our school’s Behaviour Policy and any safeguarding concerns will follow our Safeguarding and Child Protection Policy.**

### **Statement of intent**

At Kington Primary School we understand that all people have a right to be safe and have a responsibility to look after each other. We are committed to providing a caring, friendly environment for all of our pupils and staff so they can learn and work in a relaxed secure atmosphere. If bullying occurs all pupils and staff should be able to communicate this and know it will be dealt with promptly and effectively. This policy is written in the knowledge that bullying does take place in schools and it is aimed at reducing such incidents.

### **Objectives of this policy**

- All governors, staff, pupils and parents will have an understanding of what bullying is.
- All governors, staff, pupils and parents will know what the school policy is on bullying and follow it when bullying is reported.
- The school will take bullying seriously.
- Pupils, staff and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## What is bullying?

Bullying is the use of aggression with the intention of hurting other people,. It usually manifests itself in school when an individual or group intimidates or excludes another group or individual in order to build their own status or sense of power, over an extended period of time. There are many signs and symptoms that may be displayed by children if they are being bullied (see Appendix 1). All staff should make themselves aware of these signs and should investigate if they feel that anyone is suffering from bullying.

Bullying is not: accidents; falling out with friends; something that happens once.

### **Several Times On Purpose = STOP**

#### **Bullying usually has three common features:**

- It is deliberate, hurtful behaviour
- It is repeated, often over a period of time
- It is difficult for those being bullied to defend themselves

#### **The four main types of bullying:-**

- Physical - for example: hitting, kicking, damaging/hiding belongings.
- Verbal – name-calling, insulting, racist remarks.
- Emotional – hurting someone’s feelings by leaving them out or ignoring them.
- Cyber – saying unkind or hurtful things on social media, the internet and on text messages.

*Staff need to be aware that bullying can occur peer to peer as well as across different age groups.*

#### **Preventing bullying/building an ethos of co-operation**

- All children are encouraged to cooperate with, respect and care for each other and each other’s belongings.
- All classes use circle time and other PSHE activities to discuss and explore the rights of others, providing regular opportunities for pupils to talk about what is going on and for modelling good behaviour.
- This includes: reading stories about bullying; using role-play; writing stories, or poems or drawing pictures and writing school rules. Children are encouraged to speak up if they feel that they or other children are being bullied.
- All incidents of bullying are taken seriously and children and staff are aware that all reports will be taken seriously and acted upon.
- We will discuss anti-bullying themes regularly in class through our Jigsaw PSHE scheme as well as in assemblies through our Values-based school ethos and during specified Anti-Bullying initiatives.
- Regular reviews of our child-friendly anti-bullying policy (Appendix 3).

## Dealing with bullying

All members of the school have a responsibility to recognise and to take action when they are aware of it happening. All staff should treat any report of bullying seriously and take action. The first step will be to gain a clear understanding of exactly what happened. Staff encourage the children to share their worries and make such enquiries as may be necessary to clarify exactly what has been happening. The children being bullied should be assured that they have acted correctly in reporting bullying.

As a staff, we have all been trained in using Restorative Practice conversations to support children to understand the impact of their actions and behaviour. This is done through a structured conversation in which we guide and teach the children how to make things right. We believe that by using this restorative approach, we are giving pupils the skills to independently make better, more responsible and more informed choices in the future.

It may be appropriate to bring children together to discuss what has happened and how it has affected them. The questions we use to structure our restorative conversations to help those harmed by the actions of others are as follows:

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### **What happened?**

*Drawing out each person's point of view one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view actively listened to.*

### **How did you feel at the time?**

*What each person was thinking and feeling at the time, before and since. How have other people been affected?*

### **What do you think needs to happen to make things right?**

*How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.*

Once this has been done the main aim of the intervention will be to stop the abuse. The most effective way to ensure this is to change the behaviour of the bully. The child doing the bullying will be encouraged to recognise that not only is their behaviour damaging the victim, but that the other people in the school do not like the behaviour. They will be asked to consider how the victim feels and discuss how they should behave in relation to the victim and others in general conversation. It is important that the bully is asked to consider the reasons behind the bullying.

If bullying is based on power and intimidation then by imposing sanctions on a bully, they (the bully) are in effect being over-powered and intimidated (albeit by authority for the right reasons) which may result in a repetition of or aggravation of the situation. Much emphasis is therefore put into mediation and the consideration of the reasons behind the bullying occurring, as well as the effects of the bullies' actions rather than a purely punitive approach. This is a response which concentrates on the effects of the action rather than the person carrying it out.

If appropriate, staff should consider (with the DSL) whether a risk assessment and support plan should be put into place for the children involved.

Where further action is considered appropriate, the bully may be removed from the classroom/playground environment where the bullying occurred and will be clearly informed about why they are being 'excluded'. The offender may be asked to write a letter of apology to the person/people affected or complete a reflective worksheet. This will serve to check their understanding of the situation. If the behaviour continues or is serious in nature, staff will keep

parents of both parties informed of the situation.

The victim will be given reassurance and advice on how to deal with any further incidents and which member of staff to refer problems to. It is essential that both victim and bully are seen later by staff to see if the issue has been resolved.

Parents will be made aware of the school's anti-bullying policies. Class teachers will, at their discretion, inform parents when their child is involved in bullying. When bullying continues, this will be reported to the headteacher, then the parents of both the bully and the victim will be informed. Should bullying become an issue for a child (perpetrator or victim), a record will be kept of incidents, and if this bullying continues appropriate disciplinary sanctions will be used, up to and including permanent exclusion.

Please also refer to our eE- safety pPolicy on our website.

## **Complaints**

If parents or children feel that issues have not been dealt with appropriately, they should follow the school complaints procedure (see Appendix 2).

## **Appendix 1 - Signs and Symptoms of Bullying**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- 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 go "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say that's wrong
- gives improbable excuses for any of the above

A bullied adult shows similar reactions and symptoms – these should be acted on just as rapidly and seriously as those displayed by children.

## **Appendix 2 - Kington Primary School complaints procedure**

This procedure should be followed if a satisfactory solution has not been reached after a meeting with the class teacher and then the headteacher.

Letter from complainant to the school

Headteacher investigates

No more than 10 days Headteacher's reply

### **Complaint satisfied**

No further action

### **Complaint not satisfied**

Refer to Chair or Vice-Chair of Governors      Maximum 10 school days

Meeting with complainant

### **Complaint satisfied**

No further action

### **Complaint not satisfied**

Refer to School Governor's Complaint Committee      Maximum 10 days

Formal Complaints Hearing

Decision letter sent to complainant Note: Possible further courses of action open to complainant:-

- Complain to Local Authority (see Herefordshire website for recommended procedures)
- Complain to DfE
- Complain to Local Government Ombudsman

If the Chair or Vice-Chair of Governors has a meeting with the complainant that person should not be involved in the Complaints Committee Stage.

It is important that full notes of the formal hearing are taken and that the decision letter to the complainant sets out reasons.

# Child-friendly Anti-bullying Policy

## WHAT IS BULLYING?

Bullying is when someone hurts, frightens, or upsets someone else on purpose.

Bullying is NOT:

- Accidents
- Falling out with friends
- Something that happens only once

### WHEN IS IT BULLYING?

Several  
Times  
On  
Purpose

## BULLYING CAN BE:

**VERBAL** - name calling or saying unkind things about someone's looks, race, their family, their religion.

**EMOTIONAL** - hurting someone's feelings by leaving them out or ignoring them.

**PHYSICAL** - pushing and kicking or taking something belonging to someone else

**CYBER** - saying unkind or hurtful things on social media, the internet or on text messages.

## WHAT TO DO....

If you are being bullied:

- Remember - IT IS NOT YOUR FAULT
- Tell an adult straight away
- Just walk away and stay calm
- DO NOT get angry and fight back

If you see someone else being bullied, tell an adult immediately.

Adults will:

- Listen to you
- Talk to everyone involved
- Help to find a solution
- Support anyone who has been affected

## Helping Hand

Use your Helping Hand and talk to someone you can trust.  
Who are your 5 people?



**S** tart  
**T** elling  
**O** ther  
**P** eople



Stand up, stand strong, stand together

## WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

- Remember that your silence is the bully's greatest weapon!
- Tell yourself that you do not deserve to be bullied and that it is **WRONG!**
- Be proud of who you are; it is good to be individual.
- Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- Be assertive: look them in the eye and tell them to stop.
- Walk confidently away.
- Tell someone what has happened immediately.
- Children may wish to tell one of the Red Arrows or monitors too (the ones with red jackets). They may need to tell a teacher or helper.

*Teachers will take you seriously and will deal with bullies in a way which will end the bullying, and will not make things worse for you.*

*Remember! You have a right to be safe and happy!*