



ANTI-BULLYING POLICY

Approved and updated by School	March 2025
Responsible Person	Headteacher
Next Review	March 2026

At Kingsham Primary School, we are committed to fostering a safe and inclusive environment for all. We believe that:

- Everyone has the right to feel secure at school, and every child deserves to enjoy their education free from the threat of bullying.
- Bullying in any form is unacceptable and will not be tolerated.
- Bullying is a challenge that can be addressed and resolved through collective effort.
- Seeking support and speaking openly about concerns are acts of courage and strength.
- Every member of our school community will be listened to, respected, and taken seriously.
- We all share a responsibility to treat others with kindness, ensure our actions do not harm, and work collaboratively to eliminate bullying.

What do we mean by bullying?

Kingsham's understanding of bullying reflects the Anti-Bullying Alliance key principles that bullying is deliberate and repetitive and is as follows:

Bullying is any behaviour (physical, verbal or psychological) that is repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online.

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Further information about defining bullying can be found on the [Anti-Bullying Alliance website](#).

Examples of actions which may amount to bullying are:

- Physical – hitting, kicking, pushing, pinching, any form of violence
- Verbal – name-calling, spreading rumours, persistent teasing, homophobic or racist remarks
- Emotional – tormenting, threatening, ridicule, humiliation, left out from groups or activities, ignoring, harassment
- Cyber bullying – child-on-child abuse, verbal bullying via social media

We recognise that the nature of the bullying may be face to face or indirect or use a range of cyber-bullying methods.

Understanding Bullying

How much or how often?

- A single, one-off incident could still be considered bullying.
- Repeated "minor" incidents can also constitute bullying.

Why has it happened? In addressing behaviour and bullying, our school community works together to distinguish between behaviours such as rough play, genuine accidents, angry remarks, and bullying. The table below provides guidance to help differentiate between relational conflict and bullying.

Bullying	Relational Conflict
Repeated, hurtful behaviour	Happens occasionally
Deliberate or intentional behaviour that causes physical or emotional harm	Accidental or unintentional impact
Imbalance of power	Equal power
No remorse	Remorseful
No effort to solve the problem	Effort to solve the problem

Who is involved?

Bullying may target any child within our school community.

Aims

- Foster a positive, respectful, and supportive school ethos.
- Ensure everyone feels safe at Kingsham Primary School and encourage pupils to report any incidents of bullying.
- Clearly communicate that all forms of bullying are unacceptable.
- Address each incident of bullying effectively, aiming to reduce its occurrence over time.
- Support and protect victims of bullying, ensuring their voices are heard and valued.
- Help pupils who exhibit bullying behaviour to reflect on and change their attitudes.
- Collaborate with parents and other members of the school community to combat bullying.

- Promote a shared understanding and responsibility among all members of our school community to reduce bullying.
- Equip all staff with the confidence and skills to address bullying and teach about diversity and its effects through regular and relevant training.
- Educate pupils of all ages about the importance of consensual touch.

Objectives

- To ensure our whole school community has a shared responsibility towards our anti-bullying policy
- To promote emotional health and wellbeing of children at Kingsham Primary School and for all the members of our school community to be role models
- To maintain and develop effective listening systems for children
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information (where appropriate sharing it with relevant organisations)
- To involve all staff in dealing with incidents of bullying effectively and promptly and to equip them with skills to do so
- To communicate effectively with parents about bullying
- To ensure all staff consistently and firmly challenge inappropriate interactions including prejudice-based and aggressive language
- To ensure all staff model inclusive and non-derogatory language.

Practice and Procedures

A. What we do to prevent bullying

We:

- Educate children about the Equality Act 2010 where we discuss protecting people from any form of discrimination and being aware that differences can make people more vulnerable to bullying
- Deliver a curriculum which raises the awareness of bullying, including the role of the bystander, and teaches pupils about all aspects of individual difference and diversity (lessons, stories, circle time and assemblies) using PSHCE and other resources (responsibility of the PSHCE leader).
- Regularly address and teach Online Safety
- Annually mark anti-bullying week
- Annually review our anti-bullying policy (as part of anti-bullying week where possible)
- Develop a shared understanding of bullying and how to deal with it effectively in our school community by promoting a common anti-bullying approach
- Educate pupils on the impact bullying can have on the victim
- Promote an ethos of 'It's good to tell'
- Use pupil leadership roles, peer mediators and School Council to discuss issues that occur in the school and work together to make improvements
- Undertake an annual audit of bullying including a pupil and parent survey and analyse it to inform school improvement planning, practice and policy
- Communicate regularly on any incidences of bullying at SLT meetings, staff meetings and staff briefings
- Work with outside agencies
- Run various pastoral programmes for selected pupils
- Present at least annually, an analysis of bullying and any actions taken to the Curriculum and Standards governors committee and to all governors through the Headteacher's report to governors.

B. Dealing with incidents of bullying

It is the responsibility of all staff to follow the routine of, 'Listen, believe, act,' whenever it is thought bullying might have occurred. When a bullying incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the bullying.

- i) The school will support all involved by;
 - talking the incident through with all parties involved
 - supporting the person who has been bullied to express their feelings
 - supporting the person displaying the bullying behaviour in recognising why and how their behaviour needs to change
 - discussing which of our Golden Rules have been broken
 - discussing and agreeing strategies for making amends or dealing with any further incidents
- ii) Consequences will be given in line with our relationships policy but other actions may include;
 - Restorative session with all parties involved
 - Missing another activity
 - Time out from the classroom
 - Meeting, phone call or letter to parents
 - Any other consequence deemed appropriate
 - Pastoral Support Plan or Plan to Improve Behaviour
 - Suspension or permanent exclusion
- iii) Safeguarding procedures will be followed when child protection concerns arise.

C) Recording and Reporting of incidents

All incidents of possible bullying (see Page 1) will be recorded by the school on their digital monitoring system (CPOMS).

There is an expectation that all incidents of bullying will be shared and communicated to staff through regular SLT meetings, staff or briefing meetings. The Senior Leadership Team and class teacher are to be informed of any incidents of bullying.

Parents of **all** children involved **will be** informed of what has happened and how it has been dealt with.

Cyberbullying of staff

National evidence indicates that about one in five teachers have reported having derogatory comments posted about them on social media sites from both parents and children. It is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media, in the same way that it is unacceptable to do so face to face. Any such incidences should be reported to a senior member of staff as soon as practicable. If possible, a snapshot should be taken. In addition, if it is deemed appropriate the police may be contacted. The school urges all members of the school community, including parents and carers, to use social media responsibly. Parents and carers have a right to raise concerns about their child, however they should do so in an appropriate manner.

Monitoring and review of policy

The impact and content of this policy will be reviewed annually. Data from the monitoring and recording of incidents will also inform policy, practice and school improvement planning. This will be collated by the Headteacher for review by the Senior Leadership Team and reported to the governors' Curriculum and Standards committee at least annually.