Anti-Bullying Policy

Kenilworth Primary School

Our Vision

'High Aspirations Today, Inspiring the Leaders of Tomorrow.'

Reviewed: September 2026
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Approved by: Katherine Sampson (Headteacher)
Approved by: Irmine Mason & Ash Patil (Co-Chairs of Governors)

Anti–Bullying Policy

This policy is to be operated in conjunction with the Safeguarding and Child Protection Policy, PSHE Policy and the Behaviour Policy.

1. Context

Our School Values
Our school is one in which every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on nurture and empathy, mutual trust and respect for all.

Purpose of the Anti-Bullying Policy:
This policy seeks to:

- Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
- Ensure staff, parents, carers and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying
- Prevent, de-escalate and or stop any continuation of harmful behaviour
- Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way
- Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
- Ensure those using bullying behaviour are supported to change their behaviour
- Outline the consequences for those who show bullying behaviour
- Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010, we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief
- Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.

2. Definitions

Bullying can be defined as '*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'*. DfE 'Preventing and Tackling Bullying.

- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g., excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, 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.
- Kenilworth Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying is recognised by Kenilworth Primary School as being a form of child-on-child abuse; children can abuse other children.

- Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

3. Forms and Types of Bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

4. Prevention of Bullying

We use a range of strategies to prevent bullying behaviour:

- The school values of belonging, diversity and respect are promoted across the school day, the curriculum and embedded through our school values.
- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning
- PSHE education lessons are used to develop understanding of safety and how to stay safe
- E-safety is taught across the curriculum, through assemblies and visual reminders around the school community
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting through ‘*No Outsiders*’

- The whole school participates in annual activities for anti-bullying week and a rolling programme of other events.
- Circle Time provides opportunities for dealing with issues that have arisen in the class and wider and a time to reflect
- Staff are used to enable pupils to resolve friendship problems and low-level behaviour without adult intervention
- The values of the school and the class charters are upheld at all times. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.

Staff training

All staff new to the school receive a copy of this policy. There is regular training for all school staff on aspects of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour (including cyber-bullying) and are trained to identify, record and challenge prejudiced based bullying and incidents.

5. Strategies for responding to bullying behaviour – a whole school approach

Reporting bullying

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying behaviour needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying.

Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends. They can do this through:

- Speaking to their class teacher
- Speaking to another trusted adult in the school community
- Speaking to a parent/other adult who may then contact the school in any of the ways listed
- Speaking to a friend and asking the friend to help tell an adult
- Calling a confidential helpline such as ChildLine.

In our school, we teach children to stand up for ourselves and each other (be an upstander) and not stand by (be a bystander).

Parents and carers should inform us if they think or know there is a problem for their own child or for another child. They can do this by calling the office and asking to speak to a member of SLT.

Recording Bullying

All incidents of bullying behaviour must be recorded. All incidents are recorded according to type and these are recorded on CPOMS by staff so that the school can monitor the individual incidents, but also monitor incidents across the school. This monitoring will inform the PSHE education curriculum and assemblies.

The school also records prejudiced based incidents using the same system, but code them differently so that they can be reported on two separate data sets.

Responding to Bullying

All pupils have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:

- Alert an adult in school to any concerns
- Talk to your friends about the situation
- Above all always tell someone. Adults will usually need to intervene to stop bullying behaviour
- All of us have a responsibility to avoid encouraging or inciting bullying behaviour and to not stand by and let someone else be harmed.

Pupils (if you have been bullied)

- If you feel able to and it is safe to do so, ask the child showing bullying behaviour to stop, ignore it, say no and walk away
- Try not show you are upset or angry, but remember this is not your fault
- Tell a friend what is happening and ask for their support
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps)
- Do not delete evidence of online bullying as it can be used as evidence
- It is possible the situation will take time to resolve, but unless you tell someone, we cannot help you – and we can make sure you are safe

Parents and carers

- Listen and talk to your child about the situation and discuss and agree next steps
- Contact a member of SLT if you are worried or concerned
- Monitor social networks/computer use
- Reinforce the value of good behaviour/ positive choices

School Staff

- Take seriously any report of bullying behaviour
- Record it and report it to a member of Senior Leadership Team
- An appropriate member of staff will then investigate the bullying case and will:
- Speak with the person targeted for bullying behaviour and involve them in what they would like to happen next

    - Speak to the pupil carrying out the bullying behaviour and find out their perspectives
    - Find witnesses to explain what they saw
    - Contact and involve the parents and carers of those targeted and the parents and carers of those doing the bullying behaviour

- We will (age appropriately) challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- We will consider the intentions of the perpetrator before helping him or her develop a repair plan
- We will let other pupils that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- We will keep the target of bullying behaviour and their parents and carers informed about progress and any actions taken and a review date
- We will record on CPOMS whether the incident has been resolved and whether the target and their parents or carers are satisfied with the outcome

- We will identify clear times to ‘check in’ with those involved (and including parents and carers) to ensure issues have been resolved.
- Where bullying behaviour is denied and evidence is hard to find, those involved will be closely observed and monitored. Any pupils who feel they are being bullied will be checked in with regularly by a designated adult.

Head teacher and governors

- Reports of bullying and prejudiced based incidents will be made by the Headteacher / Senior Leadership team and to the governing body
- The Headteacher and the governing body will monitor the effectiveness of this policy in discussion with the House Captains and the staff in school and will be involved in any unresolved concerns raised by pupils or parents and carers about bullying in the school community.

6. Interventions to support responses to bullying

As a school we are committed to ensure that those who have used bullying behaviours understand the impact of this and the unacceptability of bullying inside school and wider. We often use our senior staff to provide this educational input. When appropriate and with the agreement of all parties, we also run restorative sessions to encourage those involved to take responsibility for and make amends for their actions.

7. Consequences

Sanctions by themselves are unlikely to change bullying behaviour but we may need to make decisions to keep the target of bullying behaviour safe (e.g., preventing a child who has used bullying behaviour from playing outside) or to help the child who has shown bullying behaviour learn some skills. These will be case and child-specific:

- Parents and carers of those involved will be informed of actions taken
- Records will be kept on pupils’ files

While at Kenilworth we do not believe that children should be excluded from school and that school is the best place for children to learn positive behaviours and the consequences of negative behaviour. We do have legal powers to exclude children and while we don’t intend to use these powers, it remains our right to do so. The school is able to administer:

- Minor fixed-term suspension
- Major fixed-term suspension
- Permanent exclusion

See the Behaviour Policy on the school website.

Complaints

If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school’s complaints policy. This can be found on the school website.

Other useful policies:

Behaviour Policy
Complaint’s Policy
Safeguarding and Child Protection Policy
Acceptable Use Policy
Curriculum Policies

Links to Legislation

There are several 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
Protection from Harassment Act 1997
The Malicious Communications Act 1988
Public Order Act 1986.

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: https://reportharmfulcontent.com/
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk