Kingswood Parks
PRIMARY SCHOOL

Anti Bullying Policy

Reviewed October 2025

Introduction
At Kingswood Parks Primary School, we are committed to developing positive relationships based on tolerance and respect.

By encouraging children to care for and support one another, we hope that they develop a sense of collective responsibility and are proud to belong to, and be identified with, Kingswood Parks Primary School.

Bullying erodes our efforts to achieve this ideal. Bullying affects everyone, not just the bullies and the victims. Other children see it happening and witness the distress of the victim. Less aggressive pupils can be drawn into the tormenting and taunting of victims by group pressure and psychological factors, and timid children fear that they may become the next victims.

Aims
To reduce incidents of bullying to an absolute minimum by:

- Raising awareness of all staff and children with regard to all aspects of bullying
- Supporting the victim and helping the bully to stop such unacceptable behaviour
- Ensuring that every member of our school community feels there is a listening ear if they experience these problems
- Ensuring that there is a consistent fair approach to incidents
- Making our parents aware of the school's approach
- Linking the system of referral and monitoring to our Policy to Promote Positive Behaviour.

What is Bullying?
Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

DCSF Safe to Learn 2007

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

DCSF Safe to Learn 2007

Specific types of bullying include: bullying related to race, religion or culture; bullying related to special educational needs (SEN) or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying.

DCSF Safe to Learn 2007

Bullying can take place between pupils, between pupils and staff, or between staff; *by individuals or groups; face to face, indirectly or using a range of cyberbullying methods.*

DCSF Safe to Learn 2007

Types of Bullying could include;

***Physical**
***Emotional**
***Cyber- Online *Peer**
on Peer
***Sexual including sexualised comments, sharing sexual images, inappropriate touching.**
***Racial Bullying/Homophobic and sexual orientation**

Creating an ethos which is opposed to bullying
As a school we make a promise to respond firmly and promptly to any incidents of alleged bullying

All our children and staff should know that all instances of alleged bullying of any member of the school community will be taken seriously and dealt with effectively. Bullying is a wholeschool issue and it is everyone's responsibility to stop it happening. Children should be encouraged to tell a member of staff if they see or suspect bullying. They should be re-assured that this is not telling tales and that incidents will be dealt with promptly.

Developing an awareness and understanding of bullying is addressed through our PSHE curriculum and indeed can be addressed through any area of the wider curriculum including acts of collective worship. We will also raise the profile of anti-bullying each year through participation in *Anti Bullying Week.*

The exploration of such issues as:

- What is bullying?
- Why do some people bully others?
- What are the effects of bullying on the bullied, on bullies and on bystanders? What strategies can we use to help us cope with bullying? and What can we do to stop bullying?

Just because we do not have a high incidence of bullying does not mean that the issue should not be addressed. *Indeed, raising awareness and developing an understanding of bullying through all means possible is essential to creating and maintaining an ethos which is opposed to bullying.*

Identifying incidents of bullying
It is important to remember the following five key points:

- Never ignore suspected bullying;
- Don't make premature assumptions;

- Listen carefully to all accounts (several children saying the same thing does not necessarily mean they are telling the truth);
- Follow-up repeatedly, checking bullying has not resumed.

All cases of bullying should be recorded on the school's electronic system CPOMs.

The vast majority of children pass through school without any suggestion of being victim or bully. However, any child can be bullied and whilst not wishing to label or categories children in any way, some of the following characteristics in a child **may** be indicative of bullying:

- Isolation;
- Poor attendance;
- Lonely, with no friends;
- May be different in appearance;
- May be new to school;
- Regular ill health;
- Has different speech / dialect or background;
- Suffers from low self-esteem;
- Needs more attention;
- May be nervous, anxious, quiet, passive;
- Displays changes in behaviour;
- May be in the wrong place at the wrong time;
- Appears to be on the outside of a group;
- Has fallen out with friends;
- Wanting to remain with adults;
- Feels that there is something 'wrong' with them; Is unable to control their lifestyle or environment; Their work deteriorates.

Whilst not wishing to dismiss an incident, with younger children especially, the following distinctions should be borne in mind:

Bullying or bossiness?
The bully focuses on younger, smaller or timid children. Whereas the bossy child will boss whoever is around at the time. Most young children grow out of their bossiness as they become more self-controlled and learn the social skills of negotiation and compromise. By contrast, the bully increasingly relies on threat and force.

Bullying or boisterous play?
Play is a natural part of childhood which becomes bullying when it spoils other children's activities, when violence or hostility is shown, as when there is rough, intimidating behaviour. This may happen in general play or, in younger children, in pretend play.

All staff should be alert for signs of bullying particularly at playtimes, lunchtimes and when the children move around the school.

All staff should stop any perceived incidents of bullying immediately. Take action as necessary, but report the matter to both the victim's **and** bully's class teacher and record on the CPOMs system.

The class teacher is the key adult deciding whether any further action needs to be taken. This should be done in line with the school's Policy to Promote Positive Behaviour.
Generally, it is the class teacher who is best placed to judge whether we are dealing with an isolated incident or a more serious and sinister occurrence.

If the victim is in your class offer immediate support and help, calling on colleagues for advice if necessary. Be available and listen carefully to the child. Treat the matter seriously and if you think it is serious and forms part of a pattern, log the incident on CPOMs so that we can monitor the situation.
If the bully is in your class, either reinforce and support the actions of colleagues (if the victim's class teacher has dealt with the incident) or follow the strategies outlined later in this policy.

In either case the victim should always be given feedback on the action taken against the bully. It is the class teacher's responsibility to ensure that this happens.

Class teachers should be aware that they have the support of any member of the senior management team when dealing with complex situations or situations which cannot be resolved. Similarly, when a class teacher feels that he / she has done all that they can to resolve an issue then it should be referred to the Phase Leader / Key Stage Leader.

Remember that bullying upsets all children not just the victim and it also affects the ethos of the school.

Strategies for dealing with incidents of bullying
One single strategy is unlikely to provide a complete solution on its own to the problem. It is important therefore, that we have a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. These may include:

- Co-operative working;
- Circle time;
- Befriending;
- Support group approach;
- Mediation by adults;
- Playground friends (supported peer mediation).

(Details of the above can be found in 'Bullying – don't suffer in silence' DfES 2000)

When a problem cannot be resolved at this level then, as with the school's Policy to Promote Positive Behaviour, the matter should be referred on to a senior member of staff.

Sadly, there may be instances where, despite the best efforts of all concerned, children do not respond to preventative strategies to combat bullying. In this case the sanctions contained

within the school's Policy to Promote Positive Behaviour will be fairly and consistently applied. This includes the imposition of fixed-term and permanent exclusions from school. In reaching such a decision the Headteacher will consider and comply with legislation.

The role of Parents and Carers

It is important that we work in close partnership with the home and parents of both the victim and the bully. At Kingswood Parks we very much value parents as the co-educators of their children. At all stages throughout our procedures for dealing with alleged incidents of bullying we will endeavour to work as closely as possible with parents and carers to ensure that all children feel safe and happy during their time with us.

Parents and carers are encouraged to speak with our staff on any issue related to behaviour. Initially approaches should be made to the class teacher. We operate an open door policy and welcome the opportunity to address any concerns parents may have.

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Inclusion

At Kingswood Parks Primary School, we are committed to ensuring the participation of *all* our children in the *community*, *curriculum* and *culture* of the school. Research shows that those children at risk of 'social exclusion' are often the very same children who become victims of bullying or who display social, emotional or mental health difficulties. We have developed an Inclusion Policy, which aims to ensure that *inclusion* at Kingswood Parks is a reality – both in theory and in practice.

Monitoring and Evaluation

The effectiveness of this policy in promoting a positive ethos free from bullying can be monitored via an analysis of:

- Wellbeing and behaviour records
- Speaking to children and parents
- Issues raised at School Council
- Pupil Voice

Advice for Children about bullying

- Say NO to bullying.
- When someone is being bullied or is in distress, take action. Tell an adult. Watching and doing nothing supports those doing the bullying.
- Tell your friend – and together **tell** an adult, who will always take the matter seriously.
- Be confident – you are right and that those doing the bullying are wrong.
- Go around with friends, avoid places where bullying happens.
- If people call you names – ignore them and **tell** an adult.
- Tell yourself you don't deserve to be bullied and **tell** an adult.
- Do not be friends with children that choose to bully other children.
- Watch what you say and do – do not behave like a bully yourself.
- If you see someone being unkind. Tell them that what they are doing is wrong. If you do not tell, if you let the bullying go on then the bullying will get worse. **Tell** an adult – it's all right to **tell**.

Advice for Parents on Bullying

Bullying is the wilful or conscious intention to hurt or threaten someone, physically or psychologically, over a period of time.

What you as a parent/carer should do if you think your child is being bullied.

Watch for a pattern:

- Wanting more/less attention, needing a cuddle more often
- Not wanting to go to school, any change in behaviour
- Frequent minor illness
- Coming home with bruises or torn clothing
- Possessions disappearing frequently
- Avoiding friends
- Disturbed sleep
- Frequent lost dinner money/bus fares
- Becomes withdrawn

What to do:

- Talk to your child – listen to what he/she says. Keep talking.
- Treat the matter seriously.
- Reassure your child that you and the school will try and solve the problem.
- Contact the school – your child's class teacher in the first instance.
- ***Remember, unless we know we cannot help.***
- Keep a diary of incidents as soon as you realise bullying may be happening Try to help your child to deal with this situation.

Remember that a one-off incident may not necessarily be bullying, but the school will support you and look into the matter further.

Please support us in our belief that all children are of equal worth and need to feel safe, secure and happy at work and play - in fact at all times.

Remember, unless we know we cannot help. TELL US!

What will happen if your child is involved in bullying?

If your child is involved in bullying other children the school will contact you.
We will work with you to help change the bullying behaviours your child is displaying and try to help prevent further incidents.

This document will be reviewed on an annual basis.