September 2025 - 2026

Anti-Bullying Policy

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Governors Committee Responsible	FGB
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The Anti-Bullying Policy has been created by stakeholders of Kingsclere CE Primary School and uses guidance from Safeguarding Guidance Hampshire.

Anti-Bullying Policy

'When given the choice between being right or being kind, choose kind.
- Dr Wayne W. Dyer

Aims and Purpose of the Policy

At Kingsclere CE Primary School we believe that each member of our school community has the right to work and learn in an environment which is friendly, cooperative, inclusive, open and free from bullying and intimidation. In order for this to happen, we work collectively to achieve our school vision which is for our children to be confident and thoughtful individuals with a love for learning. We also aim to achieve this by upholding our core Christian values of *love, respect* and *courage* which develop and strengthen our character and moral understanding of how we behave towards others.

This policy has been compiled in consultation with both the pupils and the staff of the school.

Kingsclere CE Primary School is a Church of England school, and this policy reflects the recommendations in the *'Valuing All God's Children'* document where *'every child should be revered and respected as members of a community where all are known and loved by God'.*

Our school Christian values of *love, courage* and respect are principles we believe help provide us with a good moral code by which to live our lives. Values which enable us to evaluate life's experiences and make moral decisions. Therefore, our values are integral in how we treat and support each other and should be reflected upon when talking about bullying with our children.

Our core purpose in dealing with and managing any incidents of online or offline bullying is to bring about positive change and support to all involved. We recognise the needs of both the victim and the perpetrator in order to prevent further incidents and teach all children the importance of being thoughtful individuals and model our school values of *love, courage* and *respect.*

Definition of Bullying

We see bullying as being:

> *- Actions that hurt someone either physically (e.g., hitting) or emotionally*
> *(e.g., using or writing unkind words)*
> *- Repeated (again and again or persistent bullying)*

- Bullying can hurt you both on the outside and on the inside. It hurts you on the outside when someone hits or physically harms you. It hurts you on the inside when someone calls you names, sends unkind messages, or hurts your feelings.
- Bullying is done on purpose. It's not an accident. If someone hurts you during a game by accident that is not bullying, but if every time you played a game, they hurt you or your feelings on purpose, this would be bullying.

- Bullying happens more than once. The bully/bullies do it over and over and over again and they can take away your self-esteem and confidence.
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- Bullying can be based on differences such as size, age, gender, race, sexual orientation, disability and beliefs.

Nobody deserves to be bullied - <u>EVER.</u>

The nature of bullying can be: -

- Physical (e.g., hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g., name calling, ridicule, comments)
- Cyber (e.g., messaging, social media, email)
- Emotional/indirect/segregation (e.g., excluding someone, spreading rumours)
- Visual/written (e.g., graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat
- Taking or damaging someone's personal property

The children of our school gave the following examples of what they regard as bullying behaviour:

Tripping, pinching, stamping, strangling, laughing horribly, punching, biting, smacking, blaming someone, scribbling on someone's work, teasing, pushing, twisting arms or legs, kicking, threats, talking behind their back, ganging up, name calling, making fun, spitting, excluding someone from playing, sending nasty messages online, following someone who doesn't want to be followed, shouting at someone

The children agreed that it is only bullying if any of these things happen over and over again. They also acknowledged that you are not allowed to retaliate.

Where can bullying take place?

The school recognises that incidents of bullying may occur beyond the immediate supervision of staff and at any time of the day. We are committed to taking a proactive approach in addressing bullying, regardless of where it takes place within the wider school community. Bullying may occur in the following contexts:

- within the classroom
- elsewhere on the school site (e.g., playgrounds, fields, corridors)
- on transport to and from school, including buses and taxis
- while walking to and from school
- in online environments (cyberbullying)

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupil's wellbeing beyond the school day.

Staff, parents and carers, and pupils must be vigilant to bullying outside of school or online and report and respond according to their responsibilities outlined in this policy.

Prejudice based incidents

Our school embraces and teaches the Christian values of *love, respect* and *courage* for all and will proactively respond to any incident of prejudice. We are a school of educators and as such, we recognise that there will be a need to teach respect and love and kindness for everyone in our community.

As defined by The Church of England's guidance to schools entitled 'Valuing all of God's children', prejudice-based incident can be defined as *'…a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group'.*

Bullying may be directed towards an individual or a group and can have a significant and lasting impact on those who are targeted.

The school takes all prejudice-based incidents extremely seriously. Such incidents are investigated, recorded, and followed up with appropriate consequences for the perpetrator, alongside support for the victim. Ongoing monitoring is put in place to ensure that the situation is addressed effectively.

Prejudice can take many forms, including racist, sexist, disability-related, homophobic, transphobic, or religiously motivated behaviour. Any comments or actions of a prejudicial nature will not be tolerated.

The Headteacher provides regular reports to the Governing Body and the Local Authority on incidents of bullying. This ensures accountability, supports the fair and consistent handling of cases, and enables the school to implement targeted anti-bullying interventions to prevent future incidents.

Cyber Bullying - also see Kingsclere CE Primary School E-Safety Policy

Cyber bullying is defined by Hampshire children's services as *'an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.'*

The school recognises cyberbullying as a significant risk to a young person's wellbeing and, in some cases, their safety. Guided by our Christian ethos, we promote a positive culture of respect and kindness towards others, both in person and online. We are committed to taking an active role in preventing, identifying, and responding to all forms of bullying, including cyberbullying.

Preventative and responsive measures for cyberbullying include:

- Education for pupils and families about online safety, potential risks, the importance of community-wide vigilance, and clear guidance on how to report and deal with incidents if they occur.
- Training for all staff to ensure they are aware of the risks of cyberbullying and equipped to respond appropriately to incidents.
- Secure use of online learning platforms (e.g. Seesaw) to ensure that pupils cannot share comments or content directly with other children inappropriately.
- Immediate response to incidents of cyberbullying, following the procedures for tackling bullying as set out in this policy.
- A school-wide ban on mobile phones during the school day. Where a phone is required for pupil safety (e.g. a child walking home alone), the phone must be given to the class teacher to be stored securely in the classroom until the end of the school day. See the Kingsclere CE Primary School Mobile Phone Policy for further details: https://kingscklereprimary.com/information/our-policies/

Strategies for the Prevention of Bullying

It is better to prevent a bullying situation from occurring than to need to react to one. There are several ways in which we can adapt our school to help prevent bullying from taking place.

Our strategies for the prevention of bullying include:-

- Fostering a culture rooted in our Christian values of *love, respect* and *courage* which ensures all members of our school are respected as members of a community where all are known and loved by God.
- Our PSHE, SMSC and RSHE curriculum includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Daily collective worship teaches and explores our vision and values and shows children how they relate to the topic of friendship, conflict, bullying and showing respect for everyone whilst being educated in differences.
- Planned activities within the school year that raise the profile of issues associated with bullying including our Anti-Bullying Week, 'Speak Out, Stay Safe' NSPCC learning and Odd Socks Day.
- Circle times that allow for timely intervention whilst creating a shared and agreed way to manage bullying and deal with emotions.
- School leaders training to help mediate with children who have friendship issues or feel lonely
- Stereo types are understood and challenged by staff and children across the school.
- Our systems for addressing bullying endorse restorative practices that aim to support and guide all involved in a fair, loving and respectful way.
- Providing a platform for pupil voice in collectively managing and preventing bullying showing that it is everyone's responsibility.
- Working in partnership with parents/carers and the wider school community such as the church and other organisations to tackle bullying where appropriate.

It is the *responsibility of every member of the school community* to help prevent any incidence of bullying.

The role of staff *(including teachers, administrators, Learning Support Assisstants, lunchtime supervisors, governors, etc.)*

- Being vigilant in the classroom, around the school and in the playground
- Following up incidents quickly and dealing with them consistently in line with our policy
- Review behaviour management strategies regularly
- Modeling positive relationship and conflict resolution strategies with each other and with pupils
- Promoting a caring community through our school vision and Christian ethos of *love, respect* and *courage*
- Discuss and teach the issues surrounding bullying including awareness, prevention and dealing with bullying within the class as part of their ongoing PSHE/RSHE curriculum, in group work and class discussions.

The role of pupils

- If you feel like you are being unkind to someone through the words you are using or physically – STOP. Talk to an adult about why you are feeling this way
- Have the *courage* to tell an adult if someone is being unkind
- Learn how to respond appropriately to bullies
- Do not be a BYSTANDER – tell someone.

The role of parents and carers

- Support the school's approach
- Understand what bullying is and is not
- Encourage cooperative behaviour at home
- Be vigilant with social media and be clear about online safety at home
- Have good communication with school and support your child in speaking out against bullying

How To Respond To Bullying Behaviour

Please note: *this next section will outline how to respond to persistent bullying.* For guidance on dealing with isolated, non-bullying behaviour refer to the school Behaviour Policy.

In most cases, dealing with a bullying incident will be the responsibility of the class teacher and where needed, supported by the Phase Leader.

The First Step

When a potential bullying problem is first brought to our attention, any response will:

- be IMMEDIATE
- give time to the victim
- avoid the use of humiliation, sarcasm, aggression or threat
- information will be recorded about the incident (see below)

- involve the FAMILY at an early stage (of both the victim and any persistent bully)
- provide opportunities for pupils to discuss ways of resolving the problem.

Facilitating a conversation with the victim of a bullying incident:

- provide a safe and open place to talk in line with safeguarding
- give the victim time to talk through their concerns.
- record the incident on CPOMS and copy in the class teacher, relevant Learning Support Assistants, Lunchtime Supervisors, Designated and Deputy Safeguarding Leads
- inform the child that their problem is going to be dealt with
- Use the Tell – Explain – Describe (TED) approach to asking questions (see Appendix 2)

Advise the victim of some of the following strategies that they could try, as appropriate:

- play with other friends on the playground
- tell an adult they trust of any bullying behaviour as soon as possible – *identify and record who this adult will be and inform them of the situation, so they are prepared and vigilant*

At the end of the conversation with the victim, staff will:

- thank the child for coming to a trusted adult and telling them what has been happening. Not make any promises, but explain that they will do what they can to help make them feel safe
- tell the child that they will talk to them again later to see how they have been getting on (name a suitable period of time, according to the age of the child, but not longer than about 3 days)
- explain that they will need to inform their class teacher (if you are not the child's class teacher) and that you will also make their parents/carers aware as it is important that we build a triangle of trust (see Appendix 1) and give them the support and vigilance that is needed to help keep them safe
- record any subsequent incidents on CPOMs. Consult colleagues (including lunchtime supervisors) and request they are vigilant. Consult the Phase Leaders or another Senior Leader with a view to contacting the parents/carers of both the victim and the bullies in order to inform them of the situation and to request their help
- move to responding to meeting with the perpetrator(s) that have been named by the victim (see below).

Responding to Persistent Bullies or Bullying

After being made aware of a specific child or children as perpetrators to an incident of bullying, any response will:-

- firstly be investigated by speaking with the victim or any bystanders to establish a factual understanding of what has happened (see section above)
- respond promptly following a conversation with the victim or a person speaking on their behalf (e.g. by making contact with the parent/carer at the end of the same school day or the next school day).

- give time to the perpetrator, be non-judgmental using the TED approach whilst investigating what has happened
- avoid giving the name of the victim at this stage unless it has been agreed to do so with the victim
- avoid the use of humiliation, sarcasm, aggression or threat
- involve the family at an early stage (of both the victim and any persistent bully)
- provide opportunities for pupils to discuss ways of resolving the problem.

Where it is clear that an incident of bullying has taken place, refer to the school Behaviour Policy and the section that gives procedures for dealing with a 'serious behaviour incident'.

Any actions need to be made clear to the perpetrator's parents/carers.

A follow-up phone call with the victim's parents/carers would make it clear that action has been taken in line with the school's Behaviour Policy. Further details of the perpetrator's consequence(s) would not be able to be shared for confidentiality reasons.

Parents/Carers of the victim can be sent a link to both the Behaviour and Anti-Bullying Policy on request or this is also accessible via the school website: https://kingsclereprimary.com/information/our-policies/

A subsequent meeting/conversation should take place in a week, two weeks' or three weeks' time for the family and child to review with the school and ensure that the situation has been resolved and that there are no further incidents.

If bullying continues despite intervention

Despite embarking on all of the above strategies, some children may continue to bully, repeatedly picking on the same victims. In these cases, the school will consider some or all of the following strategies:

- ongoing parental involvement (if not already sought)
- setting up an Individual Behaviour Management Plan (IBMP)
- intensive, professional, individual mentoring/counselling
- providing nurture of ELSA/TALA support in school

We recognise that children who choose to use bullying behaviours are most likely going to need a specific intervention to help and support them with the root cause of the bullying and may need safeguarding interventions. The reasons a child may choose to bully another child have been listed in Appendix 3.

Working With Parents/Carers
It is important to involve parents/carers where bullying has taken place. Any meeting with the parents/carers of either the bully or the victim should have a joint problem-solving focus, and needs to be carefully handled, liaising with the Headteacher, where needed, and making a relevant note of the issues discussed and logging these on CPOMS.

Ensure that the meeting is informal but uninterrupted, that all the relevant information is available, that the parents/carers have the opportunity to express their feelings and that the meeting ends positively where possible.

You may wish to share the links (at the end of this document) with the parents/carers of a bullied child

Maintaining and Using the Policy

It is important that the policy continues to be used not only when responding to reported bullying behaviour, but also to continue to prevent any incidence of bullying and to provide children and parents with confidence that the school is doing everything possible to promote acceptable behaviour.

For adults in the school:

- the policy needs to be shared with all staff annually
- ALL new staff must be made aware of and read the policy
- it must be freely available to view by staff and parents/carers, as a source of guidance and ideas
- the policy must be addressed and formally reviewed on a regular basis (see start of document)

For children in the school:

- the children need to be reminded how to respond to bullies and what to do if they suspect they know bullying is going on
- our Year 6 School Play Leaders and Friendship Ambassadors support pupils on the playground and work to mediate matters that may arise between children. They will receive training on mediation as part of their induction to be a school leader.

Monitoring Levels of Bullying Within School

All reports of bullying behaviour must be recorded, uploaded to CPOMs by the adult dealing with the incident (in most cases this will be the class teacher)

It is the responsibility of the pupil's class teacher to record the incident and report it to the Phase Leader, or another member of the Senior Leadership Team.

In addition, it is important to gather pupils' views on bullying within the school. This is done through a range of feedback methods, including Governor and Senior Leader pupil conferencing, parent/carer surveys, pupil surveys, and the Prejudicial Language and Behaviour (PLAB) survey.

Training

All staff working in our school will receive annual training on one or more of the following areas to ensure that our anti-bullying policy can be carried out correctly and appropriately: -

- Understanding bullying and preventative measures
- Restorative practices
- Interventions to address issues raised by bullying
- Cyber bullying

- Online safety
- Annual Safeguarding and Child Protection training

Further Advice

The following publications contain valuable advice and are in school for reference and support: -

Government Guidance to Schools, updated April 2017:
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Anti-Bullying Guidelines For School produced by Hampshire County Council *2010:*
https://documents.hants.gov.uk/childrens-services/bullying-yp-cropped2.pdf

Bullying - Don't Suffer in Silence produced by the DEE (revised edition 2002)

Valuing All God's Children (second edition) – The Church of England Education Office 2019
https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Government advice to Headteachers and school staff on preventing and tackling cyber bullying:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Government advice to parent on cyber bullying:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

Tootlkit to tackling schools in addressing and preventing cyber bullying:
https://www.childnet.com/our-projects/cyberbullying-guidance-and-practical-toolkit

In addition to these the Educational Psychology Service and/ or Primary Behaviour Service may be able to advise.
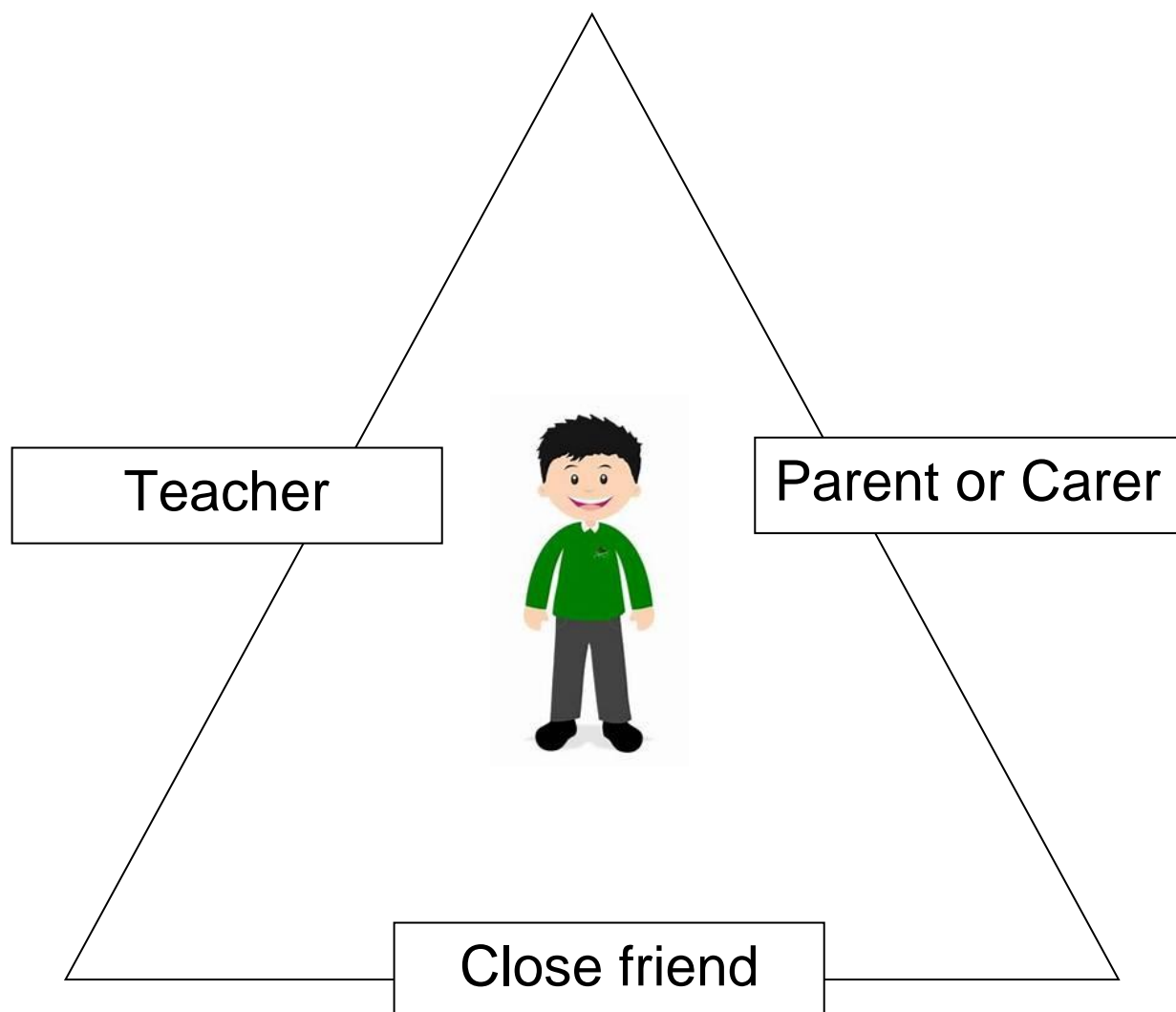
The triangle of trust is about identifying three trusted people or groups of people that can help when a child is in crisis or experiencing anxiety or upset. The people can be specifically named on the triangle and will be different for each child. When talking with a child about a difficult or sensitive issue, they may choose someone in their triangle of trust to be there with them.

Appendix 2: TED

Non leading or judgmental conversation about an incident: -

Tell me (T)

Explain to me (E)

Describe to me (D)

TED would be used at the start of a question to ensure that when questioning a child about an incident, the questions remain open and not leading.

For example:

- *Tell me what happened on your way to school this morning.*
- *Explain to me what you saw.*
- *Describe the person who did this.*
- *Tell me what happened before that.*
- *Explain to me what happened next.*
- *Describe to me what you did.*

Appendix 3: Some of the reasons for bullying

Some reasons may include:

• personal, social or family issues
• early childhood experience, including parenting and maltreatment
• they do not like a person
• they feel provoked
• they are taking revenge or may have been bullied themselves
• an acute need for attention
• poor self-esteem, depression or anger that they cannot manage
• asserting and increasing their popularity and social status
• inability or unwillingness to empathise with others
• to feel powerful and in control
• from boredom or as a form of entertainment