



## Anti-Bullying Policy

Knowing what's right doesn't mean much,  
Unless you **do** what's right.  
Franklin Roosevelt.

|                                                      |                                                                 |
|------------------------------------------------------|-----------------------------------------------------------------|
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### 1. Aim

The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Children can only thrive in an environment where everyone is recognised and celebrated for the unique person they are. Fostering an anti-bullying environment requires **education**, **action** and **support** for all those affected.

This policy should be read alongside the Safeguarding and Child Protection Policy, Behaviour Policy and Online Safety Policy. Where bullying behaviour raises safeguarding concerns, procedures outlined in Keeping Children Safe in Education (2025) will be followed.

### 2. Definition

There is no definition of Bullying in Law. The Children's Act 1989 states: *teachers have a 'duty of care' towards the children under their supervision, as well as promoting the safety and welfare of the children in their care.* At Kingsholm C of E Primary School, we use the Anti-Bullying Alliance definition of bullying which states, *'Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationships involve an imbalance of power.'* We recognise that bullying can be physical, verbal or psychological. It can happen face to face or online.

While bullying is characterised by repeated behaviour and an imbalance of power, some behaviours may constitute child-on-child abuse, including sexual violence, sexual harassment, harmful sexual behaviour or hate-related incidents. These behaviours may be a one-off incident and will be managed in line with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education (2025).

### 3. Educating Children About Their Choices

Our Positive Behaviour for Learning Policy identifies bullying as unacceptable behaviour at Kingsholm. Our school 3Bs identify how we build and foster healthy and supportive relationships with all children and adults. We recognise that behaviour is communication and as adults we seek to unpick, understand and educate children about the choices they make. However, after reflection, education and support, positive outcomes are expected. A child who chooses to continue to make choices which intentionally hurt others and target a specific child/children repeatedly, will need intervention in line with our Anti-Bullying policy.

Our children understand that bullying, when it happens, is **several times on purpose**, and we remember this by using the acronym '**STOP**'.

### 4. Examples of Bullying Behaviours

#### 4.1 Bullying can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, sexualised comments, sexual name-calling, homophobic or sexist language, sharing of sexual images (including online), or pressuring someone into sexual activity. Some behaviours may constitute sexual harassment or sexual violence and will be treated as safeguarding concerns.
- Online /cyber – posting on social media, sharing photos, sending unkind text messages, social exclusion. *This could constitute emotional abuse. (KCSiE) This may include the use of AI-generated images or messages, spreading misinformation or disinformation, or participation in online cultures that promote misogyny or hate.*
- Indirect – This can include the exploitation of individuals.

#### **4. 2 Bullying is also:**

- Deliberate hurtful behaviour (including aggression).
- Repeated and systematic over a period.
- Difficult for targeted children to defend themselves.

We recognise that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various types of bullying experienced by vulnerable groups of children. We include work on the protected characteristics of the equality duty (Equality Act 2010) and aim for children to develop respect and tolerance for differences in our community.

Within our curriculum and Worship, we plan for opportunities to develop the children's understanding of groups, history, ethnicity and cultures that makes Kingsholm a diverse and welcoming community. This allows us to address and 'call out' prejudice and assumptions. This is bound in our ethos of inclusive teaching, recognising the individual child, strong relationships and promotion of positive images through raising awareness. This enables us to create a culture of celebration and acceptance.

Bullying may be related to race, gender, religion, culture, SEND or disability, appearance or health condition, home circumstances or sexual orientation. Language and comments made related to such information does not reflect our 3Bs and is not accepted from any children at our school.

#### **4. 3 Bullying is not:**

As we develop children's understanding of our uniqueness, diversity and how to manage disagreements, we accept that some children will not always make the right choice in the moment. Incidents such as those below can be unpicked by adults and used as opportunities to teach our children how to approach, address and resolve conflict successfully without reactionary behaviours. It is important that such incidents are logged and shared using CPOMS to ensure repeated incidents do not take place, after education. Our behaviour policy will then identify the next steps.

- Falling out with friends
- Play fighting
- Disagreement
- An isolated aggressive incident
- A clash of personality/dislike for someone.

#### **5. What are the Roles within Bullying**

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups.

Different bullying related roles within bullying situations can be identified and include:

- The **bully/ringleader** who through their position of power can start the bullying, bully's others and often directs bullying activity and gets others to join in.
- **Bystanders** can have different roles in bullying situations, and these can include:
  - **Assistants/associates**, who actively join in the bullying and assist the bully in different ways (sometimes because they are afraid of the ringleader/bully)
  - **Reinforcers**, who give positive feedback to those who are bullying, perhaps by smiling or laughing. These facial expressions and gestures signal that bullying is okay or even fun.
  - **Outsiders/silent approvers**, who may stay back, withdraw from the situation or stay silent, pretend they don't notice what is happening and thereby appear to condone or collude with the bullying behaviour. They don't want to get involved.
  - **Defenders**, who try to intervene to stop the bullying or comfort pupils who experience bullying, help the target/victim by telling others.

Children can adopt different roles simultaneously or at different times e.g. a bullied child (target/victim) might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the bully is not around.

Bullying may be brought to the attention of any member of staff by the target(s), their friend(s), their parent(s) or other interested people.

## **6. Potential signs a child is being bullied**

All school staff must be alert to the signs of bullying below.

- Changes to their usual routine
- Unwilling to come to school
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Performance in schoolwork begins to drop
- Has unexplained cuts or bruises
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

## **7. The Curriculum and Environment**

At Kingsholm we pride ourselves in being proactive in identifying, addressing and monitoring opportunities to protect vulnerable groups of children. Our Positive Behaviour for Learning Policy fosters an environment where children feel heard, respected and understood. Proactive strategies identified below highlight how we seek to unpick, educate and challenge highly inappropriate behaviours.

### **7.1 Our strategies for creating an anti-bullying ethos at Kingsholm:**

- Every day starts with a 'soft start' where adults have the time to talk to children, 'check in', discuss how they are feeling and identify and address any concerns.
- Circle times after breaks or when issues bubble address issues in the moment and proactively educate the children about their choices and actions. This helps prevent any incidents escalating further to more serious behaviours.
- Throughout the whole day our children spend time with trusted adults, in class and at lunchtime, providing all children with known adults they can talk to and who can monitor any concerns. During all times of the day adult supervision is high.
- Our Positive Behaviour Learning Policy identifies 'reflection time' spent with adults and children to discuss incidents and how everyone involved felt and the impact of this. Face to face intervention increases empathy and understanding and allows the child's voice to be heard.

- Awareness raising about what bullying is, what it can look like, (including coercion from others) and how it affects people. This includes using opportunities in the classroom environment to challenge children's thinking and discuss the impact of their words on others.
- During ongoing Anti-Bullying activities, emphasising the important role that bystanders play in tackling bullying and teaching pupils how to safely challenge bullying behaviour.
- It is the collective responsibility of all our stakeholders in the school to build an anti-bullying ethos where we reflect upon how actions can affect others in line with our Positive Behaviour for Learning Policy and 3Bs.
- Pupils know bullying incidents will be dealt with and both staff and pupils will follow the Anti-Bullying policy. This builds trust and an environment where children feel heard.
- Staff will encourage openness and disclosure of incidents through, for example, circle time and PSHE/RSHE lessons. Circle time is used proactively to help children reflect on an incident or dilemma whenever the present. The children are taught that knowing about bullying by or to others and doing nothing, is unacceptable.
- PSHE discussions around SEND helps us to build an understanding of empathy with the children and gain a better understanding of learning needs and how it can affect people.
- A positive environment is created by having high expectations of children and emphasising the reward of kindness and keeping others safe. This is reflected in our school behaviour expectations the 3Bs: *'To be respectful, to be kind and to be my best.'*
- Pupils are encouraged to take responsibility for discouraging incidents of bullying in a non-violent way.
- Social group activities across the school provide opportunities for adults to model play and build relationships between peers.
- Pupils are taught that they all have a right to feel safe and to not be discriminated against. Across the curriculum our diversity is recognised and celebrated as part of our uniqueness.
- Pupils are taught to manage their relationships positively using strategies taught in RSHE and the programme 'My Happy Mind'.

## **7.2 Pupil Voice**

Children are positively encouraged to report all occurrences of bullying. Children are consulted on issues to do with Behaviour and Bullying and helped to inform and review this policy. Their feedback identified further teaching and learning opportunities around understanding what bullying is and how to address this with trusted adults.

## **7.3 Use of Computing**

Internet use, to support curriculum activities, is closely supervised in school by adults. Our school IT system support conduct a full security check and monitor systems on a weekly basis. This level of filtering and monitoring, as security protection, ensures that our children's access to online material is restricted to platforms that are age appropriate and alerts us to anyone who attempts to search or reference inappropriate material. When using our in school devices children are not to take photos of each other unless agreed by an appropriate adult. Cyber Bullying and the prevention and actions referred to in this policy, are also reflected in our school Online Safety Policy.

## **7.4 Social networking sites and Cyber Bullying**

Social media presents children with opportunities to socialise beyond face-to-face interactions. This can have many positive outcomes in building strong friendships; however it can also provide an inescapable platform for those who are being bullied. Intentions and words can be interpreted in different ways, and we offer the opportunities stated below to explore this with our children and help to develop a clear understanding of comments and language that others would find offensive or hurtful. Throughout the academic year we have bespoke workshops, targeted at specific year groups, led by trained visitors and the police. Recent workshops have included topics such as e-safety and the consequences of threatening and malicious behaviour. Working closely with our community police officers, we can tailor visits around incidents and experiences involving our children.

Supporting children to develop understanding and awareness of internet safety is a partnership. We provide an annual e-safety workshop for parents to raise awareness of how to monitor and safeguard their child's device usage. We encourage parents to share with us any concerns they have related to their child's social media usage so we can provide support/advice and potential interventions to support education and understanding.

Children are not allowed phones in school. Many of our Year Six children walk home and may bring in a phone to support parent/carer communication purposes. If this is necessary, there are lock boxes in our Year Six classrooms where children deposit their phones at the beginning of the day and collect at the end. These are monitored by staff.

All our children are very clear about our school values and how our behaviours reflect the 3Bs. We view our children as valued and trusted members of our Kingsholm community who represent Kingsholm inside and outside of school. Any behaviour outside of school, including online, that falls short of this will be challenged and managed in line with our school Positive Behaviour for Learning Policy. Evidence collected and retained will be used to inform consequences and action outlined on our Behaviour Triangle.

Incidents of online bullying, inappropriate language, sharing of images or videos and sexual harassment will also raise safeguarding concerns and will be shared with our school Designated Safeguarding Lead.

### **7.5 Racism**

Show Racism the Red Card (SRtRC) is the UK's largest anti-racism educational charity. They describe racism as; 'treating people badly or differently because of differences in skin colour, religion, nationality, culture'.

At Kingsholm, we aim to educate children that racism is unacceptable and will not be tolerated. Strategies to prevent racism must include education and opportunities to challenge stereotypes. To do this we provide positive images and role models in resources and displays which reflect the experiences and backgrounds of all children in our multicultural society. We explore with children, at the appropriate level, issues of racism and equality in a range of personal, community and global contexts and invite them to develop strategies of promoting justice and challenging injustice. During curriculum development opportunities we critically examine existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated. To encourage co-operative and collaborative approaches to learning we plan that children's cultural and linguistic experiences are reflected and built upon positively in the classroom.

### **7.6 Misogynistic and Sexual Behaviours**

Sexual bullying thrives in a climate of secrecy. We are open and honest by creating time during soft starts, transitions and safe spaces to explain sexual development, harmful sexual behaviour and gender inequality in an age and development appropriate way with children and young people. Children can share worries about what is happening inside and outside of school through check ins during the day.

All children and young people, regardless of their age, developmental needs, or disability, need support to understand the importance of respecting another person's body, feelings and physical space, and that if someone says no to them, they must respect this at all times – these provide the foundations for developing children's understanding of consent. Relationships and sex education is now compulsory and provides an opportunity to explore consent as well as challenging all forms of sexism, healthy and respectful relationships and not judging someone else for their experience or preference.

Staff report any behaviours related to this that they find uncomfortable or inappropriate using our CPOMS logging system.

Name calling is identified as red behaviour and not reflective of our school 3Bs. Children are taught that sexual name-calling and comments are not accepted and are a form of sexual harassment. Sexual violence and harassment are forms of peer-on-peer abuse. All staff maintain an attitude that 'it could happen here' and reference the guidance outlined in Section 5 of

Keeping Children Safe in Education (KCSiE) and are vigilant to signs of such abuse. We work with children and young people to explain what sexual harassment means, and the types of words or comments this could include (e.g. swear words, slang words for body parts, sexual innuendo, sexual advances or comments). We challenge all forms of casual sexism that put pressure on children to behave in a particular way, or to have a particular identity.

Any child may feel hesitant to share concerns about sexual behaviour and bullying. However, children with complex needs and impairments may find it even harder to communicate how they are feeling and what has happened. We pride ourselves in developing strong relationships with our children. Known and trusted adults support the children throughout the school day allowing lots of opportunities to talk and/or check in.

At Kingsholm we work in partnership with parents and carers if they, or we, have any concerns about a child's behaviour. We are sensitive to the fact that parents and carers might be embarrassed to talk about these issues, there may be cultural barriers, or they may be unaware of their child's own sexual development – we are discreet and respectful but always put the safety of children first.

## **8. Bullying Procedures**

Any incident of bullying:

- Will be investigated thoroughly, taken seriously and acted on quickly.
- The victim will be given support and strategies to help.
- Children displaying bullying behaviour will be talked to, encouraged to see the victim's point of view, and will be supported to change their behaviour through reflection and intervention.
- Bystanders and witnesses will be spoken to about their role, and this will feed into future education opportunities, including workshops and visitors.
- All incidences will be recorded by the Year Group Lead and tagged as Bullying on Cpoms. The incident record and the appropriate actions taken are to include the following information: *Children involved and tagged including perpetrator, victim and witnesses, where the incident took place, type of bullying, summary of incident and action taken in relation to the perpetrator, victim and witnesses. Ensure that all relevant adults are tagged and made aware of the incident for monitoring.*
- Parents will be informed when there is clear evidence; otherwise, records will be kept in case they are needed in the future as a record of previous concerns.
- Where bullying behaviour indicates a risk of significant harm, sexual violence, sexual harassment, hate crime or ongoing emotional abuse, the incident will be managed as a safeguarding concern and escalated to the Designated Safeguarding Lead in line with Keeping Children Safe in Education (2025).

Incidents of Bullying should be reported on CPOMs at the earliest possibility, alerting class teachers and the safeguarding team.

## **9. Roles and responsibilities**

**Everyone** in school is expected to:

- Act in a respectful and supportive way to one another.
- Adhere to, and promote, the aims of this policy.

**Pupils** are expected to:

- Remember we are a "telling" school and report incidents of bullying, including suspected incidents that victims are frightened to report.
- Support each other and seek to help to ensure that everyone feels safe, and nobody feels excluded or afraid in school.

**Staff** are expected to:

- Never ignore suspected bullying.

- Not make assumptions – investigate fairly and thoroughly.
- Listen carefully to all accounts.
- Follow up shortly after intervention and sometime after to check that the bullying hasn't returned.
- Tackle language used in bullying such as racist /homophobic/biphobic and transphobic bullying.

**Useful Contacts:**

NSPCC Helpline 0808 800 5000

ChildLine 0800 1111 / [www.childline.org.uk](http://www.childline.org.uk)

Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)

Anti-Bullying Alliance <https://anti-bullyingalliance.org.uk>

## Appendix 1:

| Stage 1            | Possible Actions                                                                                                                                                                                                                                                                                                                                                                                                                                    | Next Step                                                                                                                                                                                              |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reported Bullying  | Speak with victim<br>Speak with alleged perpetrator<br>Speak with class teachers<br>Review cpoms records for last 6 weeks<br>Identify support for victim                                                                                                                                                                                                                                                                                            | <b>Bullying evidenced</b><br>Move to Stage 2<br><br><b>Bullying not clearly evidenced</b><br>Parents informed<br>Continue to monitor (6 weeks)<br>Class staff informed<br>Cpoms reviewed after 6 weeks |
| Stage 2            | Possible Actions                                                                                                                                                                                                                                                                                                                                                                                                                                    | Next Step                                                                                                                                                                                              |
| Bullying evidenced | Speak with victim<br>Speak with alleged perpetrator<br>Inform perpetrator's parent/carer of situation<br>Risk Assessment to address (RA)<br>Behaviour monitored<br>Identify support for for victim<br>Identify support for perpetrator<br>Potential restrictions on play/lunch time space (RA)<br>Potential movement within class (RA)<br>Cpoms monitored weekly<br>4 week monitoring                                                               | <b>Bullying ceases</b><br>Meet with victims' parent<br>Meet with perpetrator's parent<br><br><b>Bullying continues</b><br>Move to Stage 3                                                              |
| Stage 3            | Possible Actions                                                                                                                                                                                                                                                                                                                                                                                                                                    | Next Step                                                                                                                                                                                              |
| Bullying continues | Meet with victims parents/carers<br>Speak with victim<br>Speak with alleged perpetrator<br>Inform perpetrator's parent/carer of situation<br>Action Plan to address<br>Behaviour monitored<br>Identify support for for victim<br>Identify support for perpetrator<br>Potential restrictions on play/lunch time space (RA)<br>Potential removal from class (RA)<br>Cpoms monitored daily<br>School to consider external support<br>2 week monitoring | <b>Bullying ceases</b><br>Meet with victims parent<br>Meet with perpetrator's parent<br>Monitor cpoms 6 weeks<br><br><b>Bullying continues</b><br>Move to Stage 4                                      |
| Stage 4            | Possible Actions                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                        |
| Bullying continues | Inform perpetrator's parent/carer of situation<br>Review of Risk Assessment (RA)<br>External support to be considered<br>School to consider possible suspension/exclusion                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                        |

NB: Please note that the above chart is a guide to inform school staff/parents of the possible actions to be taken at each stage. There may be circumstances where it is not possible to take all actions listed at each stage. Furthermore, the

timescales are a guide and may be shortened or lengthened in line with the circumstances of the incidents being investigated.