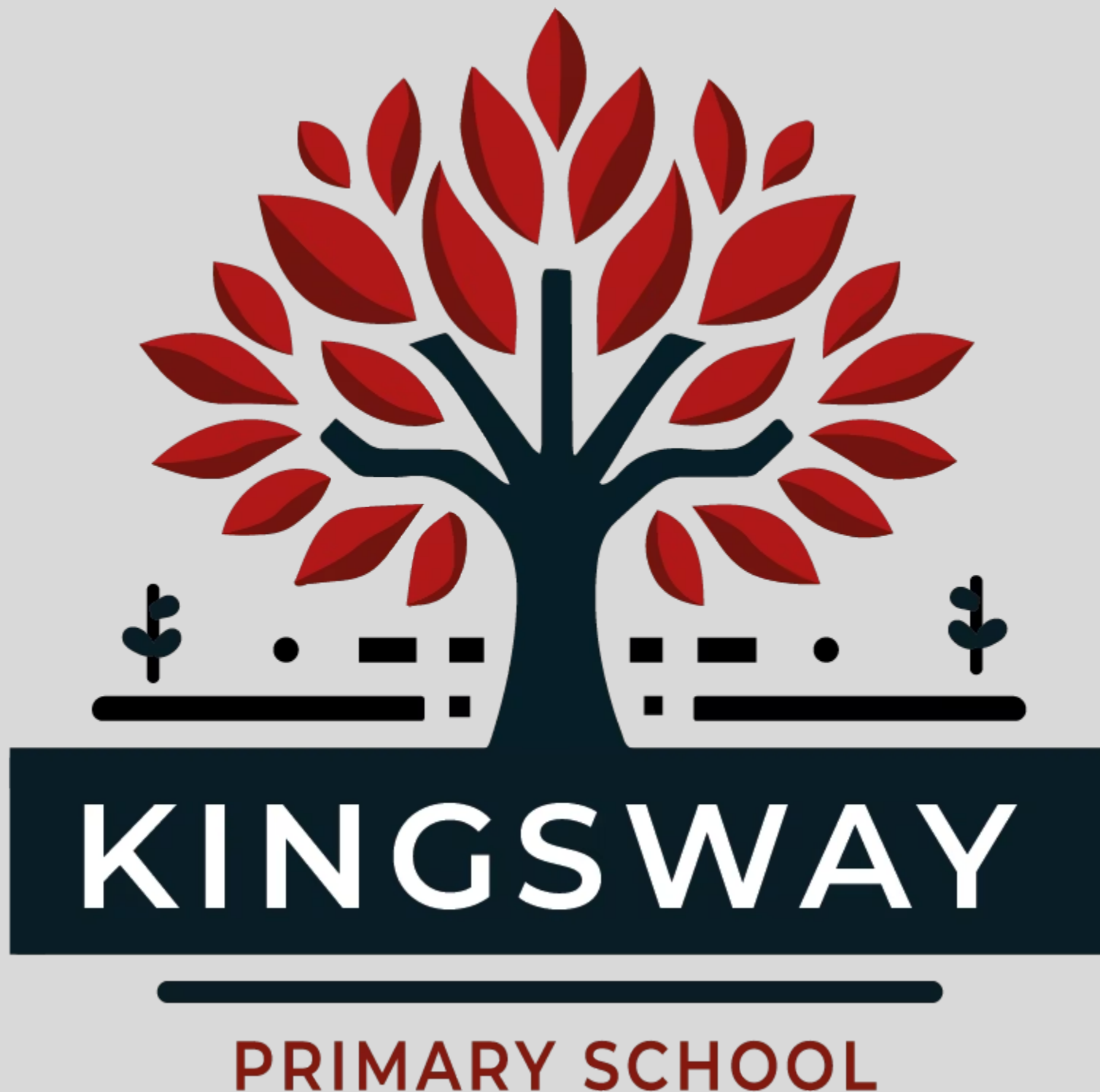




Kingsway Primary School Anti-Bullying (Togetherness) Policy

Inspired to make a difference together — so that each child thrives from the moment they arrive.

Policy Control Information

Policy Title	Anti-Bullying (Togetherness) Policy
Headteacher	Kate Baskeyfield
Deputy Headteacher	Claire Lowe
Chair of Governors	Helen Johnson
Designated Governor (Safeguarding / Additional Needs)	Helen Johnson (Chair of Governors)
Written by	Kate Baskeyfield (Headteacher)
Approved by	Full Governing Body
Approval date	[To be completed at Full Governing Body meeting]
Review frequency	Annual
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Status	Non-Statutory
Published on website	Yes

Related Policies

- A Relational Approach to Positive Behaviour Management Policy
- Behaviour Principles Written Statement
- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Online Safety Policy
- PSHE and RSE Policy
- Social Media Policy
- Positive Handling Policy
- Exclusions Policy
- SEND Policy
- Complaints Policy
- Staff Code of Conduct
- Staff Wellbeing Policy

 If you have any questions about this policy: staff should speak with their line manager or a member of the leadership team; parents and carers should contact the school office on **0161 748 1867**; other interested parties should also contact the school office on 0161 748 1867 or email **kingswayadmin@inspiringlearners.co.uk**

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1. Rationale and Policy Objectives

1.1 At Kingsway Primary School, we believe that positive relationships are at the heart of learning, wellbeing and belonging. Our school vision — **Inspired to make a difference together** — and our commitment to togetherness mean that every child has the right to feel safe, valued and respected as part of our school family. Bullying is never tolerated in any form.

1.2 This policy outlines what Kingsway Primary School will do to prevent and tackle all forms of bullying. We are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated. Through strong relationships, positive role modelling and high expectations, we work proactively to prevent bullying and create an environment where children feel confident to seek help for themselves or others.

1.3 This policy outlines our commitment to preventing, identifying and responding to bullying. By working together with pupils, staff, families and the wider community, we aim to ensure that all children can build healthy relationships, thrive socially and emotionally, and enjoy a safe and successful school experience.

1.4 Kingsway Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school helps to create a safe and disciplined environment where pupils are able to learn and fulfil their potential.

2. Legislative Framework

2.1 This policy has been developed in accordance with current legislation and statutory guidance, including:

Education and Inspections Act 2006 (as amended 2011)

Requires schools to have measures in place to prevent all forms of bullying.

Equality Act 2010

Places a duty on schools to eliminate discrimination, harassment and victimisation and to foster good relations between different groups.

Children Act 1989

Establishes the framework for the care and protection of children.

Protection from Harassment Act 1997

Provides protection from harassment and stalking behaviour.

Malicious Communications Act 1988 & Public Order Act 1986

Relevant to threatening or abusive communications and public order offences.

UK GDPR and Data Protection Act 2018

Governs the handling and recording of personal data relating to bullying incidents.

UN Convention on the Rights of the Child

Affirms every child's right to safety, dignity and protection from harm.

2.2 This policy also reflects the safeguarding responsibilities outlined in *Keeping Children Safe in Education* (current edition) and *Working Together to Safeguard Children*, recognising that bullying can be a safeguarding concern and may have a significant impact on a child's welfare, wellbeing and ability to learn. Bullying is recognised by the school as being a form of child-on-child abuse.

2.3 This policy has been written with reference to DfE guidance *Preventing and Tackling Bullying* (July 2017) and relevant non-statutory guidance including resources from Childnet, the Anti-Bullying Alliance and the NSPCC.

3. Our School Values and Culture of Togetherness

3.1 Our school values underpin every interaction and decision at Kingsway Primary School. They guide us, ground us and bind us together as ONE school family:

We Care about Togetherness

We nurture, support and show compassion in all that we do; placing children at the heart of our school family.

We Thrive on Difference

We are a vibrant, diverse school family where everyone is welcomed, valued and treated with fairness.

We are Passionate about Learning

We are resilient learners who understand that we learn by making mistakes and we support each other to be the best that we can be.

We are Inspired to Grow

We have limitless ambitions for every member of our school family as we learn, develop and thrive together.

3.2 We are committed to creating a culture where kindness is modelled, taught, recognised and celebrated. Through positive relationships, strong role modelling and high expectations, we encourage all members of our community to consider the impact of their words and actions and to treat others with dignity and respect.

3.3 Bullying and other forms of unkind behaviour have no place in our school. By embedding our values throughout school life, we seek to prevent bullying before it occurs and respond consistently, relationally and restoratively when concerns arise, helping every child to flourish in a safe and supportive environment.

3.4 At Kingsway Primary School, our community is built on a shared understanding of rights and the responsibilities that accompany them:

To learn

We let everyone learn

To achieve

We always try our best

To belong

We value and include everyone

To be safe

We do not hurt others

To be cared for

We look after each other

4. Responsibilities

4.1 Creating a culture of togetherness and kindness is everyone's responsibility. All pupils, staff, governors, volunteers, parents, carers and visitors are expected to uphold the school values by treating others with kindness, dignity and respect.

The Headteacher is responsible for:

- Communicating this policy to the school community and ensuring it is implemented consistently
- Ensuring that disciplinary measures are applied fairly, consistently and reasonably
- Identifying a member of the senior leadership team to take overall responsibility for anti-bullying
- Mr Gareth Dale (Behaviour Lead) leads on anti-bullying, supported by the senior leadership team.
- Ensuring all staff receive appropriate training

Governors are responsible for:

- Taking a lead role in monitoring and reviewing this policy
- Receiving termly reports on bullying data and trends from senior leaders
- Ensuring the school fulfils its statutory duties in relation to bullying

Parents and carers are responsible for:

- Supporting their children and working in partnership with the school
- Role modelling positive behaviour for pupils, both on and offline
- Not approaching other children or their families directly regarding bullying concerns
- Following the Trust's Complaints Policy if dissatisfied with how a concern has been managed

All staff (including teaching, non-teaching, lunchtime and pastoral staff) are responsible for:

- Supporting, upholding and implementing this policy
- Creating safe, supportive environments and responding promptly to concerns
- Recording all bullying concerns on CPOMS
- Working with pupils and families to prevent and address bullying
- Modelling kind and respectful behaviour through their words and actions

Pupils are responsible for:

- Abiding by this policy and upholding the school's values
- Reporting bullying concerns to a trusted adult
- Supporting those who may be vulnerable or affected by bullying
- Being positive bystanders who show kindness and challenge unkind behaviour safely

- ❑ 4.2 Every member of the school community has the right to feel safe, valued and protected from bullying, discrimination and harassment, and to receive appropriate support when concerns are raised.

5. Unacceptable Behaviour — What Bullying Is Not

5.1 While all bullying is unacceptable behaviour, not all unacceptable behaviour meets the definition of bullying.

5.2 Developing and maintaining positive relationships is an important part of growing up. Children sometimes say or do things when they are upset, frustrated or finding relationships difficult. When these incidents occur, we support children to understand the impact of their actions, repair relationships, develop empathy and build the social and emotional skills needed to manage conflict respectfully. They do not necessarily constitute bullying.

5.3 At Kingsway, we recognise that conflict is a normal part of human relationships. Through our relational approach — as set out in our *A Relational Approach to Positive Behaviour Management Policy* — we help children learn how to communicate effectively, resolve disagreements peacefully and treat others with kindness and respect.

5.4 Unacceptable behaviour is usually **not** bullying when it is:

A **one-off incident** rather than repeated over time

A **disagreement or conflict** between children of equal power where both contribute to the situation

Accidental, thoughtless or immature behaviour with no intention to cause harm

Falling out between friends, even when feelings are hurt

Rudeness, impulsivity or poor self-regulation that is not targeted at a particular child and does not involve a power imbalance

Occasional teasing or banter between friends where there is no intent to hurt and all parties are comfortable with the interaction

5.5 Where behaviour does not meet the bullying threshold, it will still be taken seriously and addressed in line with our *A Relational Approach to Positive Behaviour Management Policy* and recorded on CPOMS as appropriate.

6. Definition of Bullying

6.1 At Kingsway Primary School, we define bullying as:

"The 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."

6.2 The five key characteristics of bullying are:

Repetitive It happens more than once or is likely to be repeated	Hurtful It causes physical or emotional harm	Intentional It is deliberate, not accidental
Power Imbalance One person or group has more power than the other		Difficult to Defend Against The target finds it hard to stop what is happening

6.3 There is considerable evidence to show that bullying has both short-term and longer-term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement and can lead to mental health concerns such as anxiety and depression.

6.4 The following five questions help staff and leaders determine whether unacceptable behaviour constitutes bullying:

1. Was it intentional?
2. Has it happened repeatedly or is it likely to be repeated?
3. Is there a power imbalance? (e.g. age, popularity, group size, physical strength, SEND-related vulnerability)
4. Is one child being targeted?
5. How is the behaviour affecting the child?

6.5 If the answer to one or more of these questions is "no", the behaviour may still be unacceptable and require a response, but it may be more accurately described as conflict, poor behaviour, relational difficulties or a one-off incident rather than bullying.

6.6 In our school community: everybody has the right to be treated with respect; everybody has the right to feel happy and safe; no-one deserves to be a target of bullying; and pupils who bully need to learn different ways of behaving.

7. Forms and Types of Bullying

7.1 Bullying can happen to anyone. This policy covers all types and forms of bullying, including:

By Type of Behaviour

- **Relational / Emotional:** Being unfriendly; excluding a child from a friendship group or activities; tormenting; undermining a child; threatening behaviour; sharing private information to humiliate; giving someone the "silent treatment".
 - **Verbal:** Name calling; sarcasm; spreading rumours; teasing; use of derogatory language; saying nasty things about a child or their family.
 - **Physical:** Pushing; kicking; hitting; punching; taking another's belongings; any use of violence; producing offensive graffiti.
 - **Extortion:** Demanding money or goods with threats.
 - **Online / Cyberbullying:** Excluding a child from online games, activities or friendship groups; sending threatening, upsetting or abusive messages; creating and sharing embarrassing or malicious images or films; 'trolling'; voting for or against someone in an abusive poll; setting up hate sites or groups; creating fake accounts or hijacking online identities.
-

By Protected Characteristic (Prejudice-Driven Bullying)

- Bullying related to race, religion, faith, belief or nationality
- Bullying related to ethnicity 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 related to physical appearance or health conditions (including mental health)
- Bullying of young carers, looked after children or those related to home circumstances
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)
- Sexual bullying and sexual harassment

7.2 Bullying can involve people of any age and can happen anywhere — at home, at school or using online platforms and technologies. This means it can happen at any time, including outside of school hours.

8. Vulnerable Groups

8.1 National research has shown that some groups of pupils are particularly vulnerable to bullying. We recognise that some members of our community may be more vulnerable to bullying and its impact than others. Being aware of this helps us to develop effective strategies to prevent bullying and provide appropriate support.

8.2 Vulnerable groups may include, but are not limited to:



Looked After Children

Children in the care of the local authority who may face additional vulnerabilities.



Children with SEND

Children with Special Educational Needs or Disabilities who may be disproportionately impacted by bullying.



Minority Ethnic Groups or Faiths

Children from minority ethnic backgrounds or faith communities, including Gypsy, Roma and Traveller communities.



Children Perceived as or Identifying as LGBT+

Children who are perceived to be, or who identify as, LGBT+.



Children with Health Difficulties

Children suffering from health problems, including mental health difficulties, or those with caring responsibilities.



EAL and FSM Pupils

Children for whom English is an Additional Language and children entitled to Free School Meals.

8.3 The school will implement additional pastoral support for children in vulnerable groups as required, and will openly discuss differences between people that could motivate bullying, ensuring that all children feel included and valued as part of our school family.

9. Signs of Bullying

9.1 Staff should be vigilant in looking out for signs of bullying or other child protection issues. Signs may include:

Physical Signs

- Unexplained bruises, scratches or cuts
- Missing belongings, damaged clothes or schoolwork
- Loss of appetite, stomach aches or headaches
- Bedwetting

Emotional Signs

- Losing interest in school; being withdrawn or secretive
- Unusual shows of temper; refusal to say why they feel unhappy
- High level of anxiety; mood swings; tearfulness for no reason
- Lack of confidence; signs of depression

Behavioural Signs

- Asking to be taken to school if they normally walk alone; coming home for lunch
- Taking longer to get home; using different routes to school
- Asking for more money; 'losing' more items than usual
- Sudden changes in behaviour and mood; concentration difficulties
- Truancy or reluctance to attend school



9.2 Staff who notice any of these signs should speak with the child sensitively, record their concerns on CPOMS and, where appropriate, refer to the Designated Safeguarding Lead (DSL).

10. Preventing Bullying

10.1 We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

10.2 In our school we do this by:

Curriculum and Awareness

Using assemblies and class time to ensure that pupils understand the differences between relational conflict and bullying; raising awareness of online bullying through regular e-safety lessons; holding an annual Anti-Bullying Week alongside whole-school sessions on inclusion; involving the school community in embedding our policy, including a child-friendly version (Appendix B).

Pastoral and Wellbeing Support

Work in school which develops empathy, social skills and emotional understanding through PSHE and our Zones of Regulation programme; focused work with individuals and groups of pupils where required to support understanding and development of social skills, e.g. pastoral support, ELSA; securing the safety of the target of bullying and taking actions to stop the bullying from happening again.

Staff Training and Environment

Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied; ensuring playground and midday staff are trained and that we have a range of activities at lunchtime to promote positive play; thinking about any safeguarding concern and reporting concerns to the Designated Safeguarding Lead.

Community and Ethos

Building a positive ethos based on respecting and celebrating all types of difference in our school, in line with our value *We Thrive on Difference*; celebrating success and achievements to promote and build a positive school ethos; collaborating with other local educational settings as appropriate, and during key times of the year, for example during transition; e-safety workshops held to raise parents' awareness of cyberbullying.

11. Diversity and Inclusion

11.1 We recognise that bullying is closely related to how we respect and recognise the value of diversity. Our value *We Thrive on Difference* means that diversity is celebrated and everyone is included in our school.

11.2 We will be proactive about:



Celebrating Difference

Seeking opportunities to learn about and celebrate difference through our curriculum, assemblies and school events; integrating cultural awareness and sensitivity into the curriculum and daily interactions.



Welcoming and Including All

Welcoming new members to our school community; openly discussing differences between people that could motivate bullying, such as different family situations, religion, ethnicity, disability, gender, sexuality or appearance.



Challenging Discrimination

Challenging practice and language which does not uphold the school values of tolerance, non-discrimination and respect towards others.



Supporting SEND Pupils

Recognising the potential for children with SEND to be disproportionately impacted by bullying and implementing additional pastoral support as required.

11.3 The whole school community will be encouraged to use technology, especially mobile phones and social media, positively and responsibly.

12. Reporting Bullying

Guidance for Children Experiencing Bullying

12.1 Any child who feels they are being bullied should be encouraged to seek help from a trusted adult as soon as possible. This may be a teacher, teaching assistant, member of the pastoral or lunchtime team, parent, carer or another trusted adult. Children may also use established reporting systems within school, such as a worry box or other pupil voice mechanisms.

12.2 Children should be reassured that bullying is never their fault and that everyone has the right to feel safe, respected and valued. Where possible, they should remain with trusted friends and avoid dealing with concerns alone. School staff will listen carefully, take concerns seriously and provide appropriate support.

Guidance for Children Who Witness Bullying

12.3 All children have a responsibility to contribute to a safe and inclusive school environment. If a child witnesses bullying, they should not ignore it or join in. Instead, they should offer support to the person being targeted where appropriate and report their concerns to a trusted adult as soon as possible.

12.4 We actively encourage children to be positive bystanders who show kindness, challenge unkind behaviour safely and seek help when needed. Reporting concerns is viewed as a responsible and caring action that helps to keep everyone safe.

Guidance for Parents and Carers to Report Concerns

12.5 Parents and carers who have concerns about bullying should contact the school as soon as possible, normally in the first instance through their child's class teacher. Where appropriate, concerns may be escalated to a member of the senior leadership team. All reported bullying concerns will be taken seriously, investigated promptly and monitored carefully.

12.6 The school will work in partnership with children and their families to ensure that bullying is addressed effectively and that appropriate support is provided. Parents and carers will be kept informed of actions taken and outcomes, where appropriate.



12.7 Parents and carers are asked not to approach other children or their families directly regarding bullying concerns, as this can increase distress and complicate the resolution process. If a parent or carer remains dissatisfied with how a concern has been managed, they should follow the Trust's Complaints Policy.

13. Responding to a Report of Bullying

13.1 When pupils report their concerns, our staff are trained to **LISTEN** and to **BELIEVE**. We involve children as far as possible in finding solutions. The member of staff will: listen to the child and take them seriously; show empathy and let the child know it is not their fault; avoid stereotypes and reassure them they were right to tell someone; follow our procedures for reporting concerns; speak to the other child or children involved to find out further information; and offer the child the opportunity for a restorative conversation.

13.2 If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. Senior leaders will be informed of all allegations.

13.3 The Headteacher, Deputy Headteacher, Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) or another member of the leadership team will interview all parties involved. The DSL/DDSL will be informed of all bullying issues where there are safeguarding concerns.

13.4 All allegations, investigations and investigation outcomes will be recorded as 'potential bullying' on CPOMS, including a review of historical records to determine if previous concerns have been raised. A clear and precise account of bullying incidents will be recorded, including appropriate details regarding decisions and action taken.

13.5 Procedures for investigating and addressing potential bullying behaviour are set out in full in **Appendix A**.

Where Bullying Behaviour Is Identified — Restorative Approach

13.6 A restorative approach is taken to address the issue. Children are supported to: understand why their behaviour is unacceptable; accept responsibility for their actions; reflect on the impact on others; recognise that consequences are a natural and necessary part of the process; and ensure long-term behaviour change.

13.7 We do not label children as bullies, as this can be unhelpful and does not reflect our child-centred approach. Instead, we recognise that a child may display bullying behaviour and work with them to understand its impact, take responsibility for their actions and make positive changes.

Actions with the Child Being Bullied May Include:

- Safety plan (see Appendix C)
- Pastoral support and restorative conversations
- Mediation and circle of friends/support group
- Referral to ELSA or other pastoral intervention
- Referral to external agencies where appropriate (e.g. CAMHS, Early Help)

Actions with the Child Displaying Bullying Behaviour May Include:

- Pastoral support and restorative conversation
- Mediation
- Outside agency referral (e.g. Educational Psychologist, Behaviour Support, Police)
- Support plan
- Internal exclusion (e.g. period off playground, removal from extra-curricular activities)
- Fixed-term or permanent exclusion, in line with the school's Exclusions Policy

13.8 Meetings will be arranged with each set of parents. In attendance: class teacher, senior leader and parent(s). A plan of action will be agreed and parents will be kept informed of actions taken and outcomes.

13.9 Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. If necessary, other agencies may be consulted or involved, such as the police if a criminal offence has been committed, or other local services including Early Help or Children's Social Care if a child is felt to be at risk of significant harm.

14. Cyberbullying

14.1 Cyberbullying is bullying that takes place online, including through social media, gaming platforms, messaging apps, websites and mobile phones. It can happen at any time and can follow a child into their home. The school takes cyberbullying as seriously as any other form of bullying.

14.2 When responding to cyberbullying concerns, the school will:

01	02
Act Immediately Act as soon as an incident has been reported or identified, following the same initial response as for all bullying: listen, believe, empathise, reassure.	Preserve Evidence Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
03	04
Identify and Investigate Take all available steps to identify the person responsible, including looking at use of school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police if necessary.	Remove Harmful Content Work with individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. Request the deletion of locally-held content and content posted online if it contravenes school behavioural policies.
05	06
Apply Sanctions and Inform Police Ensure that sanctions are applied to the person responsible for the cyberbullying. Inform the police if a criminal offence has been committed.	Provide Protective Guidance Provide information to staff and pupils regarding steps they can take to protect themselves online, including advising those targeted not to retaliate or reply, providing advice on blocking or removing people from contact lists, and helping those involved to think carefully about what private information they may have in the public domain.

14.3 E-safety is an important part of the curriculum at Kingsway. Information for parents is available on the school's website. E-safety workshops are held to raise parents' awareness of cyberbullying.

15. Supporting Pupils

Supporting Pupils Who Have Been Bullied

15.1 The school will support pupils who have been bullied by:

- Reassuring the pupil and providing continuous pastoral support
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL or a member of staff of their choice
- Advising them to keep a record of the bullying as evidence and discussing how to respond to concerns and build resilience, as appropriate
- Working towards restoring self-esteem and confidence
- Providing ongoing support, which may include: restorative conversations, working with a trusted member of staff, offering formal counselling, engaging with parents and carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance, including support through Early Help, Specialist Children's Services or CAMHS
- Implementing a Pupil Safety Plan where appropriate (see Appendix C)

Supporting Pupils Who Have Displayed Bullying Behaviour

15.2 Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to the service provider
- Sanctioning in line with the school's behaviour policy; this may include fixed-term or permanent exclusions
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance, including involvement from the Police or referrals to Early Help, Specialist Children's Services or CAMHS

16. Supporting Adults

16.1 Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults — including staff and parents — whether by pupils, parents or other staff members, is unacceptable.

Supporting Adults Who Have Been Bullied

16.2 The school will support adults who have been bullied by:

- Offering an immediate opportunity to discuss the concern with the DSL, a senior member of staff and/or the Headteacher
- Advising them to keep a record of the bullying as evidence and discussing how to respond to concerns and build resilience, as appropriate
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken
- Reporting offensive or upsetting content and/or accounts to the service provider where the bullying has occurred online
- Reassuring and offering appropriate support, which may include restorative conversations with a member of the leadership team
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults Who Have Perpetrated Bullying

16.3 Adults who have perpetrated bullying will be helped by:

- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures
- Discussing what happened with a senior member of staff and/or the Headteacher
- Providing appropriate training and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to the service provider
- Instigating disciplinary, civil or legal action as appropriate or required

17. Involvement of Pupils

17.1 Pupil voice is central to our approach at Kingsway. We will:

1

Policy and Decision Making

Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.

2

Pupil Voice and Surveys

Regularly canvas children and young people's views on the extent and nature of bullying through pupil voice sessions and surveys; ensure that all pupils know how to express worries and anxieties about bullying.

3

Awareness of Sanctions

Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

4

Anti-Bullying Campaigns

Involve pupils in anti-bullying campaigns in school and embed messages in the wider school curriculum; utilise pupil voice in providing pupil-led education and support.

5

Publicise Support

Publicise the details of internal support, as well as external helplines and websites; offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

6

School Parliament

Use our School Parliament to champion anti-bullying messages across the school community.

18. Involvement and Liaison with Parents and Carers

18.1 We will:

- Take steps to involve parents and carers to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including this policy and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Recognise the potential impact of bullying on the wider family of those affected, and work in partnership with parents/carers regarding all reported bullying concerns, seeking to keep them informed at all stages.

19. Monitoring, Evaluation and Quality Assurance

19.1 The effectiveness of this policy is monitored regularly to ensure that bullying is prevented, identified and addressed consistently across the school.

19.2 Senior leaders undertake termly analysis of CPOMS records to identify patterns, trends, recurring concerns and any groups of pupils who may require additional support. This includes identifying where there are repeated reports concerning the same child, which would trigger a cumulative concerns review — a review of historical records and previous incidents.

19.3 Findings are discussed through pupil progress and pastoral meetings and reported termly to governors to provide effective oversight and challenge. Governors take a lead role in monitoring and reviewing this policy.

19.4 Pupil voice is a key part of our monitoring and evaluation processes. Through pupil surveys, discussions and pupil voice opportunities, we seek children's views on how safe they feel, their experiences of relationships and bullying, and the effectiveness of the school's preventative work. This feedback is used alongside incident data to inform school improvement and strengthen our anti-bullying practice.

19.5 To ensure continuity of support, information relating to bullying concerns or patterns of unkind behaviour are shared with receiving class teachers during transition arrangements. Class teachers brief the next class teacher on all 'Potential Bullying' and 'Bullying' incidents at transition.

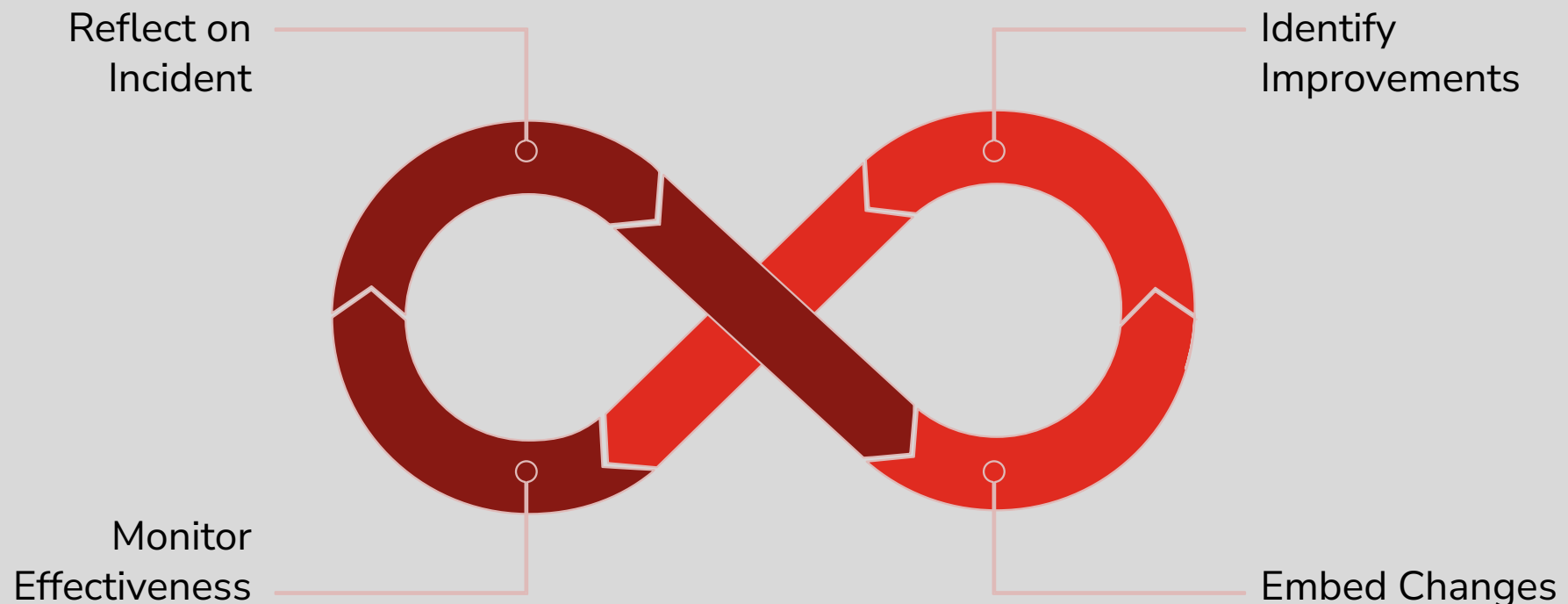
19.6 This policy is reviewed annually by the Headteacher and approved by the Full Governing Body. The school also monitors and reviews its anti-bullying policy and practice on a regular basis, seeking to learn from good anti-bullying practice elsewhere and utilising support from the Local Authority and other relevant organisations when appropriate.

20. Learning from Incidents

20.1 We are committed to learning from all reported incidents of bullying and unkind behaviour to continually strengthen our practice. Following incidents, leaders consider any emerging themes, contributing factors and lessons learned to identify opportunities for improvement. This may lead to adjustments in provision, staff training, curriculum content, supervision arrangements or preventative strategies.

20.2 By reflecting on incidents and their outcomes, we aim to strengthen our culture of togetherness, improve early intervention and ensure that our anti-bullying practice remains effective, responsive and child-centred.

20.3 Whole-school learning — reflection on what we have learnt — is embedded in our approach. We consider who else is involved and what roles they have taken, and we work with both parties to find solutions, identifying the most effective way of preventing recurrence.



21. Useful Links and Supporting Organisations

General Anti-Bullying

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance — SEN and disability: www.anti-bullyingalliance.org.uk

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Stop Hate: www.stophateuk.org
- Educate Against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk
- Proud Trust: www.theproudtrust.org
- Stonewall: www.stonewall.org.uk
- EACH: www.eachaction.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Childnet Project DeShame: www.childnet.com

APPENDICES

Appendices

Appendix A

Procedures for Investigating and
Addressing Potential Bullying
Behaviour

Appendix B

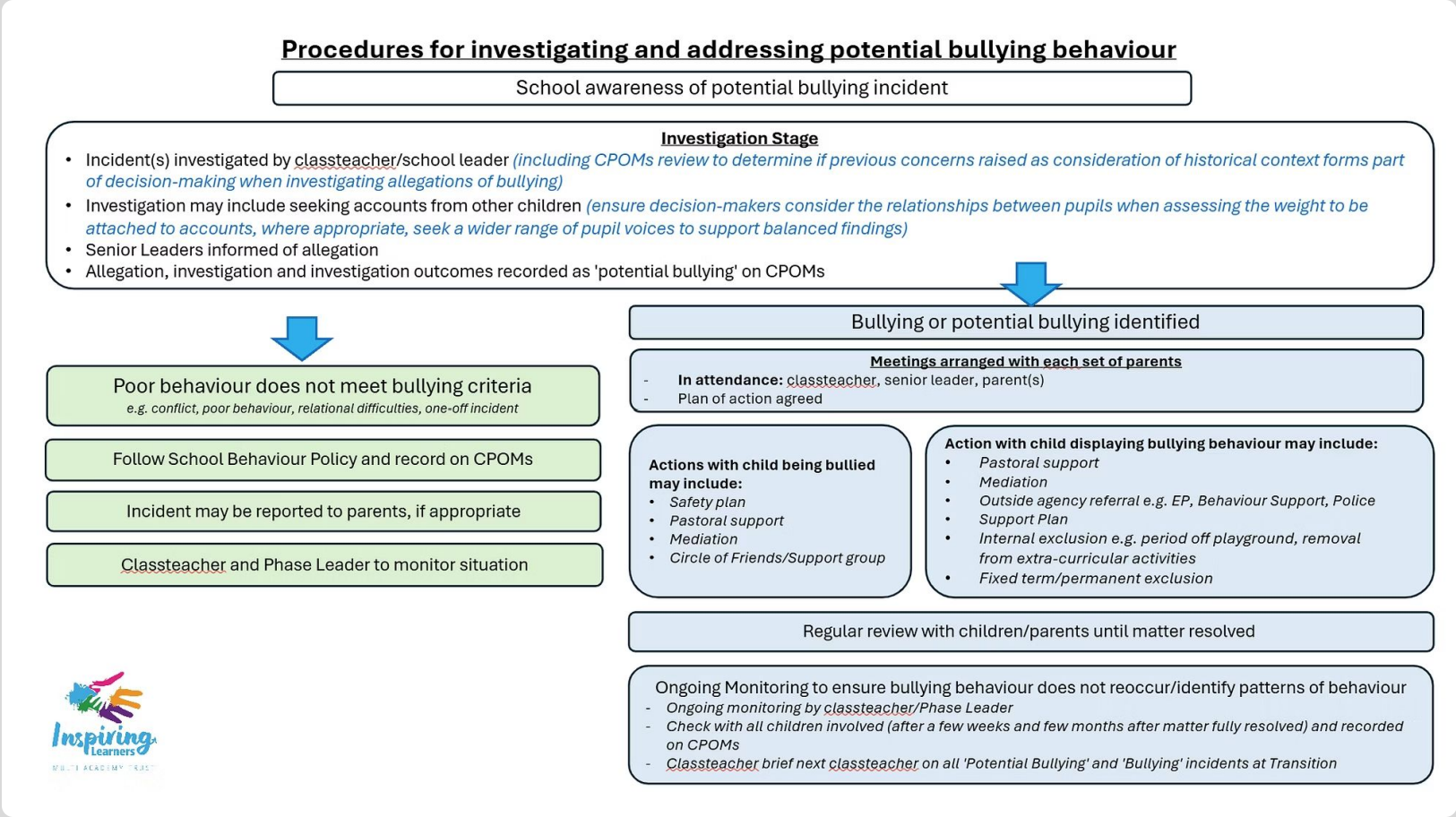
Child-Friendly Anti-Bullying
(Togetherness) Code

Appendix C

Example Pupil Safety Plan

Appendix A: Procedures for Investigating and Addressing Potential Bullying Behaviour

(See Section 13 of this policy)



Stage 1: School Awareness of Potential Bullying Incident

- Incident(s) investigated by class teacher/school leader, including CPOMS review to determine if previous concerns have been raised (historical context forms part of decision-making)
- Investigation may include seeking accounts from other children — decision-makers should consider the relationships between pupils when assessing the weight to be attached to accounts; where appropriate, seek a wider range of pupil voices to support balanced findings
- Senior leaders informed of allegation
- Allegation, investigation and investigation outcomes recorded as 'potential bullying' on CPOMS

Stage 2: Decision — Does the Behaviour Meet the Bullying Criteria?

If YES — Bullying or Potential Bullying Identified:

- Meetings arranged with each set of parents (in attendance: class teacher, senior leader, parent(s)); plan of action agreed
- Actions with child being bullied may include:** safety plan; pastoral support; mediation; circle of friends/support group; ELSA referral; external agency referral
- Actions with child displaying bullying behaviour may include:** pastoral support; mediation; outside agency referral (e.g. EP, Behaviour Support, Police); support plan; internal exclusion; fixed-term/permanent exclusion

If NO — Poor Behaviour Does Not Meet Bullying Criteria (e.g. conflict, poor behaviour, relational difficulties, one-off incident):

- Follow the school's Relational Approach to Positive Behaviour Management Policy and record on CPOMS
- Incident may be reported to parents if appropriate

Stage 3: Ongoing Monitoring

- Class teacher and Phase Leader to monitor situation
- Regular review with children/parents until matter resolved
- Ongoing monitoring by class teacher/Phase Leader to ensure bullying behaviour does not reoccur and to identify patterns of behaviour
- Check with all children involved (after a few weeks and a few months after matter fully resolved) and recorded on CPOMS
- Class teacher to brief next class teacher on all 'Potential Bullying' and 'Bullying' incidents at transition

Appendix B: Child-Friendly Anti-Bullying (Togetherness) Code

At Kingsway, we are inspired to make a difference together.

We are ONE school family. We care about togetherness. That means everyone at Kingsway has the right to feel happy, safe, included and proud to be part of our school family.

Bullying and unkind behaviour are not allowed at Kingsway.

If problems happen, we listen, help children put things right and support everyone to learn and grow together.

What is bullying?

Bullying is when someone hurts you on purpose, more than once, and it feels hard to make it stop. It can happen in person or online. It is never your fault.

Bullying can be:

- **Physical** — hitting, kicking, pushing or taking your things
- **Verbal** — name calling, teasing, spreading rumours or saying nasty things
- **Emotional** — leaving you out, ignoring you or making you feel bad about yourself
- **Online** — sending unkind messages, sharing embarrassing pictures or leaving you out of online groups

If you see someone being bullied:

- **DO NOT** rush over and take the bully on
- **DO** let a teacher or other staff member know
- **DO** try to be a friend to the person being bullied
- **DO NOT** join in
- **DO** try to help the person who is bullying to stop

If you are being bullied:

- **TELL** a teacher or another adult in school
- **TELL** your family
- **TELL** a friend if you are scared to tell someone by yourself
- **TELL** people until someone listens
- **DON'T** blame yourself for what has happened

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

Remember — at Kingsway we care about togetherness:

- We look after each other
- We value and include everyone
- We do not hurt others
- We are inspired to make a difference — together

 *If you are worried about anything, please speak to your class teacher, another trusted adult in school, or use the worry box. You can also call Childline on **0800 1111** — it's free and confidential.*

Appendix C: Example Pupil Safety Plan

To be completed when a safety plan is required following a bullying investigation. Be clear as to whether this is an interim arrangement whilst an investigation is being undertaken. If interim, outline the possible next steps following the completion of the investigation.

Child's Details

Name
Year Group
Date Original Plan Created
Date of Current Plan
Informal Review Date
Formal Review Date

Key Adults in School

Class Teacher
Other Key Adults
Designated Safeguarding Lead (DSL)

Reason for Safety Plan

[Describe the reason for the safety plan, including whether this is an interim arrangement and what the next steps will be following the completion of the investigation.]

Identified Risks

[Detail the specific risks identified for this child.]

Emotional Impact on Child

[Describe the emotional impact the bullying has had on the child.]

Triggers

[Identify any known triggers that may increase risk or distress for the child.]

Protective Factors

[Identify the protective factors in place for this child — e.g. trusted adults, friendships, strengths.]

Prevention and Protective Strategies

[Detail the specific strategies that will be put in place to keep the child safe and support their wellbeing. This may include: supervision arrangements; safe spaces; trusted adult check-ins; adjustments to timetable or social time; peer support.]

Parent Communication

[Detail how and when parents/carers will be kept informed, and any agreed actions for home.]

Monitoring and Review

[Detail how the plan will be monitored and reviewed, including dates for informal and formal review. Record all reviews on CPOMS.]