



**West Kidlington**  
Primary & Nursery School

“Be Kind,  
Give Your Best”

# Anti-Bullying Policy

ROLE	NAME	SIGNATURE
Principal	Simon Isherwood	<i>S. Isherwood</i>
Assistant Principal (i/c Safeguarding)	Clare Pike	<i>Clare Pike</i>
Chair of Governors	Charlotte Christie	<i>Charlotte Christie</i>

This policy was reviewed in June 2019.

The policy must be reviewed and updated every 12 months in-line with the Child Protection and Safeguarding Policy.

## Statement of Intent

At West Kidlington Primary School and Nursery we take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. We believe that children have the right to be safe in and out of school and to be protected if they feel vulnerable. Our aim is to create a safe and inclusive environment where every member of the community can grow and flourish.

Bullying of any kind is unacceptable and will not be tolerated in our school.

We take all incidents of bullying seriously and encourage every child to uphold our Values PACT (see Appendix A). Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and protected from hurt and mistreatment.

At West Kidlington Primary School and Nursery, we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. Should bullying occur, children are instructed to tell an adult who will deal with any incident(s) promptly and effectively in accordance with this policy.

## Aims and Objectives of this Policy

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all pupils and staff that bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and well-being of pupils is paramount.
- To promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying.
- To promote positive attitudes in pupils (including support with understanding of restorative justice).
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures through regular training.

## What Is Bullying?

*“Bullying is 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.”*

- Anti-Bullying Alliance 2019

At West Kidlington Primary School and Nursery we recognise that there is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Four main types of bullying can be identified:

- Physical hitting, kicking, taking or hiding belongings.
- Verbal name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).
- Emotional being intentionally unfriendly, excluding, tormenting looks, spreading rumours.
- Cyber email and internet chat room misuse, mobile phone threats by text, calls, social websites.

Specific types of bullying include:

- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to gender identity, sex or sexual orientation (LGBTQ+).
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Bullying of adopted children.
- Bullying using electronic forms of contact (cyber bullying).

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

### **Where does bullying happen?**

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Principal is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

At West Kidlington Primary School and Nursery, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the local Police Community Support Office (PCSO) about problems on the streets.
- Talk to the Headteachers of other schools whose children may be involved in bullying off the premises.
- Liaise with other external agencies (e.g. LCSS).
- Discuss coping strategies with parents.
- Talk to the children about how to handle or avoid bullying outside the school premises.

### **Signs and Symptoms**

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is unwilling to go to school;
- becomes withdrawn, anxious or lacking in confidence;
- starts stammering;
- attempts or threatens self-harm;
- cries them self to sleep at night or has nightmares/ bedwetting;

- regularly feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions go missing;
- has unexplained cuts and bruises;
- stops eating; is frightened to say what is wrong;
- is frightened of walking to or from school;
- or changes their usual routine.

These signs and behaviours could indicate other problems (please refer to the school's Child Protection and Safeguarding Policy), but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

### **What can you do if you are being bullied?**

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. At West Kidlington Primary School and Nursery, we want children to speak out to stay safe.

See below for some of strategies suggested by children:

- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- Keep on speaking out until someone listens and helps you.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, write it down and pass it on to a trusted adult.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Call a helpline.

### **What can you do if you see someone else being bullied? *(The role of the bystander)***

Ignoring bullying is cowardly and unfair to the victim. If we walk past bullying behaviour, we are suggesting that we feel it is okay when it is not. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. The children have also discussed this question in class and some of the strategies they suggested are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.

- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box.
- Call a helpline for some advice.

## **Bullying of children with Special Educational Needs or Disabilities**

West Kidlington Primary School and Nursery is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone should feel valued for who they are.

We have some children who have special educational needs and disabilities. All members of staff are very aware that these children can be especially vulnerable to bullying and are therefore particularly vigilant at all times.

High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

## **Procedures for reporting and responding to bullying incidents**

All staff will respond calmly and consistently to all allegations and incidents of bullying at West Kidlington Primary School and Nursery. Children will be taken seriously by all staff and any bullying dealt with impartially and promptly. *If this is not the case, it should be escalated to the member of staff's line manager.* All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim(s) is and feels safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may wish to apologise. Other consequences may take place and appropriate sanctions applied (see next section).
10. If possible, the pupils will be reconciled.
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
12. In cases of serious bullying, the incidents will be recorded by staff on the school's Behaviour Incident Report sheets (see Appendix B). EYFS/KS1 and KS2 behaviour incident forms include age-appropriate reflection sheets as we adopt a restorative approach when managing unkind/inappropriate behaviour(s). All reports are kept in a file in the Principal's office and the information (triggers/incident/outcome) shared with key members of staff.
13. In serious cases, parents/carer will be informed and will be invited to come into school for a meeting to discuss the problem.
14. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
15. Serious bullying incidents will be discussed in safeguarding and staff meetings.
16. The Anti-Bullying Ambassadors will report any concerns to the Principal.

17. If necessary and appropriate, the Designated Safeguarding Lead in school, Social Services or police will be consulted.

The following sanctions may be used but should be agreed in conversation with the Principal (or Assistant Principal in the Principal's absence):

- Apologise to the victim(s) verbally or in writing
- Lose privileges
- Lose playtimes (stay with class teacher)
- Spend playtimes and lunchtimes with an adult
- Be spoken to by the Principal or another Senior Leader
- Families informed
- Families invited in to school for a meeting
- Go on a self-improvement report
- Be removed from class and, perhaps, work away from peers
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum
- Fixed term exclusion
- Permanent exclusion (if persistent and all other alternatives have been exhausted). Oxfordshire County Council's Exclusion and Reintegration Team (ERT) will be the first port of call if permanent exclusion is a serious consideration.

### **Strategies for the prevention and reduction of bullying**

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These can include:

- We are an inclusive school that celebrates diversity and encourages every child to embrace similarities and differences. They know that it is never okay to pick on somebody because they are different.
- Involving the whole school community in writing, reviewing and upholding the policy.
- Undertaking regular surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy (e.g. Oxfordshire Anti-Bullying Survey and school's own safeguarding survey for pupils, staff and parents/carers).
- Regular review of the child-friendly version of the policy by School Council.
- Encouraging the whole school community to model appropriate behaviour towards one another through regular reference to and implementation of the school's Values PACT (Appendix A).
- Having an Anti-Bullying Champion member of staff.
- Making national Anti-Bullying Week a high-profile event each year.
- Awareness raising through regular anti-bullying assemblies and Anti-Bullying Ambassador events.
- Prominently displaying anti-bullying posters and signposts around the school.
- Upkeep of the Anti-Bullying noticeboard in the school hall.
- Jigsaw PSHCE (Personal, Social, Health & Citizenship Education) scheme of work from EYFS to Year 6 used to support this policy.
- Circle time/ELSA activities on bullying issues.
- Setting up of a 'circle of friends' support network where a small group of children volunteer to help and support an individual experiencing difficulties.
- Children writing stories and poems and drawing pictures about bullying.
- Children being read stories about bullying.
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Maintaining playground improvements and initiatives – training Year 5 pupils to be Anti-Bullying Ambassadors and Year 6 pupils to be Playground Mediators.
- Using praise and rewards (e.g. college points, values certificates etc) to reinforce good behaviour.
- Organising regular anti-bullying training for all staff (see Appendix B).

## Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated by the school's Anti-Bullying Champion and Designated Safeguarding Lead. Feedback from the annual safeguarding survey for children, staff and parents/carers and termly behaviour analysis will be used to gauge the effectiveness of the policy. Following an annual review, any amendments will be made to the policy and all stakeholders informed. The policy will then be reviewed/ratified by the Local Governing Body and shared with the community via noticeboards, newsletters and the official school website.

**Sources of further information, support and help** There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

<b>Name of organisation</b>	<b>Telephone number</b>	<b>Website</b>
Act Against Bullying	0845 230 2560	<a href="http://www.actagainstbullying.com">www.actagainstbullying.com</a>
Advisory Centre for Education (ACE)	0207 704 3370	<a href="http://www.ace-ed.org.uk">www.ace-ed.org.uk</a>
Anti-bully	not available	<a href="http://www.antibully.org.uk">www.antibully.org.uk</a>
Anti-Bullying Alliance (ABA)	0207 843 1901	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Anti-bullying Network	0131 651 6103	<a href="http://www.antibullying.net">www.antibullying.net</a>
Beatbullying	0845 338 5060	<a href="http://www.beatbullying.org.uk">www.beatbullying.org.uk</a>
Bully Free Zone	01204 454 958	<a href="http://www.bullyfreezone.co.uk">www.bullyfreezone.co.uk</a>
Bullying Online	020 7378 1446	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
BBC	not available	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
Childline	0800 1111 (helpline for children)	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Kidscape	020 7730 3300 (general enquiry number)	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
NSPCC	08451 205 204 (helpline for adults only)	<a href="http://www.beyondbullying.com">www.beyondbullying.com</a>
Parentline Plus	0207 825 2500	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Stonewall	0808 800 2222	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
The Children's Legal Centre	020 7593 1850	<a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a>
The Office of the Children's Commissioner	0800 783 2187	<a href="http://www.childrenslegalcentre.com">www.childrenslegalcentre.com</a>
UK Government Website	0844 800 9113	<a href="http://www.childrenscommissioner.org.uk">www.childrenscommissioner.org.uk</a>
	not available	<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>

## Appendix A - VALUES PACT

  
**West Kilington**  
Primary & Nursery School  
BE KIND, GIVE YOUR BEST

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# VALUES PACT

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**BE KIND, GIVE YOUR BEST**

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## Peace

Keep calm and keep the peace

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## Unity

Work together, help each other

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## Responsibility

be responsible for actions,  
belongings and your school

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## Respect

Be polite and listen to people

# Appendix B



## Behaviour Incident Form – EYFS/KSI

Name of child:  Date:

Other children involved:

Place of incident:	Classroom	<input type="checkbox"/>	Time of incident:	Before / After school	<input type="checkbox"/>
	Lunch hall	<input type="checkbox"/>		Morning 1	<input type="checkbox"/>
	Playground	<input type="checkbox"/>		Break	<input type="checkbox"/>
	Field	<input type="checkbox"/>		Morning 2	<input type="checkbox"/>
	Other:	<input type="checkbox"/>		Lunch	<input type="checkbox"/>
			Afternoon	<input type="checkbox"/>	

Completed by: .....

Behaviour displayed: See reverse for space to write details	Physical	<input type="checkbox"/>	Has this behaviour occurred before?	Yes/No
	Verbal	<input type="checkbox"/>		
	Refusal to comply	<input type="checkbox"/>	Was physical intervention required?	Yes/No
	Damage to property	<input type="checkbox"/>		
	Discriminatory*	<input type="checkbox"/>		
	Inappropriate use of technology (e.g. mobile phone, online activity, etc.)	<input type="checkbox"/>		

\* Targeting someone related to race or colour, religion, belief or culture; special educational needs or disabilities; appearance or health conditions; sexual orientation/gender identity; home circumstances (e.g. young carer role, look-after child, etc.)

Action taken:	Reflected on choice and consequences - No further action	<input type="checkbox"/>
	Child's voice capture (see reverse)	<input type="checkbox"/>
	Time off the playground	<input type="checkbox"/>
	Internal exclusion	<input type="checkbox"/>
	Fixed-term exclusion	<input type="checkbox"/>
	Referral to nurture group	<input type="checkbox"/>
	Behaviour support requested	<input type="checkbox"/>
	SEND/Co support requested	<input type="checkbox"/>
	Other agency involved	<input type="checkbox"/>
	Safeguarding concern form completed	<input type="checkbox"/>
	Parents/carers contacted	<input type="checkbox"/>
Other – Please specify:	<input type="checkbox"/>	

\* Class teachers + parents/carers must be informed if these boxes are ticked.

I Principal/Assistant Principal have seen this document and agree with the action taken / will take further action (note in 'Other' section above).

Signed: ..... Name: ..... Date: .....

**This document must now be filed in the Central Behaviour File and formally recorded.**

Further information about the incident (inc. specific words used, etc.):

Should you require more space, please attach additional sheets.

Child's Voice / Reflection:

What's happening / happened? Use this space to write or draw what's happening / happened...

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How did it make you feel at the time?



How are you feeling now?



What will make it better?



Other:



Additional comments:



## Behaviour Incident Form – KS2

Name of child:  Date:

Other children involved:

<b>Place of incident:</b>	Classroom	<input type="checkbox"/>	<b>Time of incident:</b>	Before / After school	<input type="checkbox"/>
	Lunch hall	<input type="checkbox"/>		Morning 1	<input type="checkbox"/>
	Playground	<input type="checkbox"/>		Break	<input type="checkbox"/>
	Field	<input type="checkbox"/>		Morning 2	<input type="checkbox"/>
	Other:	<input type="checkbox"/>		Lunch	<input type="checkbox"/>
				Afternoon	<input type="checkbox"/>

Completed by: .....

<b>Behaviour displayed:</b>	Physical	<input type="checkbox"/>	Has this behaviour occurred before?	Yes/No
See reverse for space to write details	Verbal	<input type="checkbox"/>		
	Refusal to comply	<input type="checkbox"/>	Was physical intervention required?	Yes/No
	Damage to property	<input type="checkbox"/>		
	Discriminatory *	<input type="checkbox"/>		
	Inappropriate use of technology (e.g. mobile phone, online activity, etc.)	<input type="checkbox"/>		
		<input type="checkbox"/>		

\* Targeting someone related to race or colour, religion, belief or culture; special educational needs or disabilities; appearance or health conditions; sexual orientation/gender identity; home circumstances (e.g. young carer role, look-after child, etc.)

<b>Action taken:</b>	Reflected on choice and consequences - No further action	<input type="checkbox"/>
	Child's voice capture (see reverse)	<input type="checkbox"/>
	Time off the playground	<input type="checkbox"/>
	Internal exclusion	<input type="checkbox"/>
	Fixed-term exclusion	<input type="checkbox"/>
	Referral to nurture group	<input type="checkbox"/>
	Behaviour support requested	<input type="checkbox"/>
	SENDCo support requested	<input type="checkbox"/>
	Other agency involved	<input type="checkbox"/>
	Safeguarding concern form completed	<input type="checkbox"/>
	Parents/carers contacted	<input type="checkbox"/>
	Other – Please specify:	<input type="checkbox"/>

\* Class teachers + parents/carers must be informed if these boxes are ticked.

I Principal/Assistant Principal have seen this document and agree with the action taken / will take further action (note in 'Other' section above).

Signed: ..... Name: ..... Date: .....

**This document must now be filed in the Central Behaviour File and formally recorded.**

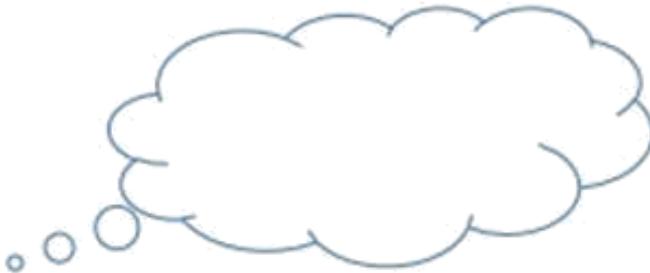
Further information about the incident (inc. specific words used, etc.):

Should you require more space, please attach additional sheets.

**Child's Voice / Reflection:**

What's happening / happened? Use this space to write or draw what's happening / happened...

What were you thinking at the time?



And feeling inside?



What are you thinking now?



And feeling inside?



What needs to happen to put things right/move forwards?

What could help things be different next time? Who could help?

**Additional comments:**