



Kellington

Primary School

Small and mighty

Anti- Bullying Policy

Date effective: October 2026
Review October 2027

Contents

- 1. Rationale**
- 2. Our Commitment**
- 3. Definition of Bullying**
- 4. Bullying and Safeguarding**
- 5. Equality, Diversity and Discrimination**
- 6. Forms of Bullying**
- 7. Where Bullying Can Occur**
- 8. Preventing Bullying**
- 9. Identification of Bullying**
- 10. Listening to Children**
- 11. Reporting Bullying**
- 12. Reporting and Recording Procedures**
- 13. Supporting the Child who has Experienced Bullying**
- 14. Supporting the Child who has Caused Harm**
- 15. Bullying Involving a Member of Staff**
- 16. Bullying Outside School**
- 17. Children with SEND or Disabilities**
- 18. Pupil Voice and Evaluation**
- 19. Collective Responsibility**
- 20. Children's Guidance**
- 21. Guidance for Parents/Carers**
- 22. Review**

Appendices

- Appendix one- Child's Bullying/Concern Diary Sheet
- Appendix 2- Key Message for Children
- Appendix 3- Key Message for Parents/Carers

1. RATIONALE

At Kellington Primary School, we believe that every child and adult has the right to feel safe, respected, valued and included within our school community. Bullying is unacceptable and will not be tolerated.

We recognise that bullying can have a significant and lasting impact on a person's emotional wellbeing, mental health, attendance, relationships, learning and sense of belonging. We therefore take all reports and concerns seriously and respond promptly, sensitively and proportionately.

We recognise that bullying is a whole-school issue. Preventing and responding to bullying is the responsibility of all members of our school community. We seek to maintain an effective network of communication between children, staff, parents/carers, governors and, where appropriate, external agencies.

Our approach is rooted in positive relationships. We teach children social, emotional and behavioural skills through the curriculum and wider provision, including PSHE, Jigsaw, Thrive and My Happy Mind. These approaches are underpinned by the behaviour modelled by adults throughout the school.

We aim to create a culture in which:

- children feel safe to speak to an adult when something is worrying them;
- children know that bullying is never their fault;
- children understand what bullying is and how it can affect others;
- children understand how to seek help for themselves or others;
- children are listened to and their views are taken seriously;
- differences are respected and celebrated;
- discriminatory and prejudicial behaviour is challenged;
- children who experience bullying receive appropriate support;
- children whose behaviour has caused harm are supported to understand the impact of their behaviour and to change it; and
- all children are treated fairly, whilst recognising that fairness does not always mean treating everyone identically.

The school recognises its legal and statutory responsibilities, including those arising from the Equality Act 2010, safeguarding legislation and Keeping Children Safe in Education 2026 (KCSIE). KCSIE establishes that safeguarding is everyone's responsibility and that schools should maintain a child-centred approach, considering what is in the best interests of the child.

As a UNICEF Rights Respecting School, we use the United Nations Convention on the Rights of the Child (UNCRC) as an integral part of our learning, teaching and relationships.

In particular, our approach reflects children's rights to:

- Article 2: be protected from discrimination;

- Article 3: have their best interests treated as a primary consideration;
- Article 12: have their views heard and taken seriously;
- Article 19: be protected from violence, abuse and harm;
- Article 28: access education; and
- Article 31: rest, leisure and play.

These rights apply to every child, including children who have additional needs, disabilities or protected characteristics.

2. OUR COMMITMENT

Every person in our school community should be able to expect:

- to feel safe;
- to be treated with dignity and respect;
- to be listened to;
- to be treated fairly;
- to be included;
- to have their individual needs recognised; and
- to be protected from bullying, harassment, discrimination and abuse.

Everyone also has a responsibility to:

- treat others with kindness and respect;
 - respect difference;
 - speak up when something is wrong;
 - seek help when they are worried about themselves or someone else; and
 - contribute to a safe and inclusive school community.
-

3. DEFINITION OF BULLYING

The school uses the following definition:

Bullying is unwanted behaviour that can be repeated, or can be a one-off incident causing harm, intimidation or offence. It can affect anyone and may involve a power imbalance, although this is not always present.

Bullying can be:

- physical;
- psychological;

- emotional;
- verbal;
- threatening;
- discriminatory;
- exclusionary or isolating; and/or
- online.

This reflects current Department for Education guidance.

Bullying may be carried out by an individual or group and may occur between children, or involve adults.

A single incident should not automatically be dismissed as "not bullying" simply because it has not happened repeatedly. Staff should consider the nature and impact of the behaviour, the circumstances, any power imbalance, whether there is a discriminatory element, whether the behaviour forms part of a wider pattern and the individual needs and vulnerabilities of those involved.

Where behaviour does not meet the definition of bullying, it will nevertheless be taken seriously and responded to through the school's Behaviour Policy, safeguarding procedures or other appropriate processes.

4. BULLYING AND SAFEGUARDING

Bullying can be a safeguarding concern.

Staff must consider whether an incident or pattern of behaviour indicates:

- child-on-child abuse;
- physical abuse;
- emotional or psychological harm;
- sexual harassment or sexual violence;
- discriminatory abuse;
- hate-related behaviour;
- exploitation;
- coercion or intimidation;
- online abuse;
- threats to a child's safety; or
- a wider safeguarding concern.

Where there is a safeguarding concern, staff must follow the school's Child Protection and Safeguarding Policy and report the concern to the Designated Safeguarding Lead (DSL) or deputy without delay.

KCSIE 2026 requires staff to act immediately on safeguarding concerns, report concerns to the DSL/deputy without delay, and ensure that safeguarding records contain the concern, actions, decisions, rationale and outcomes.

A bullying concern must not be managed solely through restorative approaches where doing so could place a child at further risk or compromise a safeguarding investigation.

5. EQUALITY, DIVERSITY AND DISCRIMINATION

Kellington Primary School is committed to meeting its duties under the Equality Act 2010.

Bullying, harassment or discriminatory behaviour related to a protected characteristic will always be taken seriously.

The protected characteristics under the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

Not all protected characteristics apply to pupils in the same way under every provision of the Act; however, the school will promote equality and challenge discriminatory behaviour wherever it occurs.

The school recognises that bullying or harassment may also occur because a child:

- is perceived to have a protected characteristic;
- is associated with someone who has a protected characteristic;
- has SEND or a disability;
- has a particular family or care circumstance;
- is looked after or previously looked after;
- has caring responsibilities; or
- is perceived to be different in some other way.

The school will not tolerate racist, sexist, homophobic, biphobic, transphobic, disablist, religiously discriminatory or otherwise prejudicial language or behaviour.

The school will also consider its duty to make reasonable adjustments for disabled pupils and will consider whether a child's disability or SEND affects their ability to understand, communicate, regulate or respond to an incident. This does not mean that harmful behaviour is ignored; rather, the school will consider the child's individual circumstances when determining an appropriate and proportionate response. Schools have duties under the Equality Act to avoid discrimination against disabled pupils and to make reasonable adjustments.

6. FORMS OF BULLYING

Bullying can take many forms.

Physical

For example:

- hitting, kicking or pushing;
- punching;
- tripping;
- deliberately damaging property;
- taking or hiding possessions; or
- threatening physical harm.

Verbal

For example:

- name-calling;
- insults;
- threats;
- mocking;
- humiliating comments; or
- repeated derogatory language.

Psychological or emotional

For example:

- deliberately excluding someone;
- isolating or ignoring someone;
- spreading rumours;
- intimidation;
- manipulation;
- humiliating someone; or

- encouraging others not to associate with someone.

Cyberbullying

For example:

- threatening or abusive messages;
- harmful comments on social media;
- exclusion from online groups;
- sharing embarrassing images or videos;
- creating accounts or groups intended to target someone;
- online gaming harassment;
- trolling; or
- sharing personal information or images without consent.

Online bullying remains a safeguarding matter and should be considered alongside the school's online safety arrangements. Schools have statutory responsibilities to keep children safe online as well as offline.

Discriminatory or prejudice-based bullying

This may relate to:

- race or ethnicity;
- religion or belief;
- disability or SEND;
- sex;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;
- family circumstances;
- appearance; or
- another aspect of a person's identity or perceived difference.

7. WHERE BULLYING CAN OCCUR

Bullying may occur:

- in classrooms;
- during lessons;
- during break or lunchtime;
- in toilets, corridors or less supervised areas;
- on the playground;
- on school trips or residential visits;

- on the journey to or from school;
- online;
- through social media, gaming or messaging platforms;
- outside school where it affects the welfare or safety of pupils or the orderly running of the school; or
- within relationships involving members of the wider school community.

Where bullying occurs outside school and is reported to the school, the school will consider what action it can reasonably take, including whether safeguarding, behaviour or police involvement is appropriate.

8. PREVENTING BULLYING

The most effective approach to bullying is prevention.

The school will:

- promote positive relationships and prosocial behaviour;
- model respectful relationships through the behaviour of adults;
- teach children explicitly about kindness, respect, inclusion, difference and relationships;
- use Jigsaw, PSHE, Thrive and other appropriate provision to develop children's social and emotional skills;
- provide opportunities for children to develop strategies for managing disagreements and seeking help;
- teach children about online safety and responsible use of technology;
- celebrate diversity;
- challenge stereotypes and prejudice;
- provide assemblies and class-based learning about bullying;
- participate in Anti-Bullying Week and other relevant initiatives;
- use pupil voice to understand children's experiences of safety and belonging;
- monitor areas or times where incidents are more likely to occur;
- provide appropriate adult supervision;
- use Anti-Bullying Ambassadors and peer leaders where appropriate;
- work with parents/carers;
- seek support from external agencies where appropriate; and
- regularly evaluate the effectiveness of our anti-bullying practice.

Staff should be vigilant and should not automatically dismiss behaviour as "banter", "horseplay", "just playing" or "part of growing up".

9. IDENTIFICATION OF BULLYING

All staff should remain alert to signs that a child may be experiencing bullying or another form of harm.

Possible indicators include:

- reluctance or refusal to attend school;
- changes in attendance or punctuality;
- changes in behaviour or mood;
- withdrawal or anxiety;
- reduced confidence;
- changes in friendships;
- deterioration in learning or attainment;
- unexplained injuries;
- damaged clothing or belongings;
- missing possessions;
- sleep difficulties;
- physical symptoms such as headaches or stomach aches;
- changes in eating;
- increased aggression or distress;
- becoming unusually quiet;
- fear of using technology or social media;
- repeatedly asking to stay near adults;
- changes in online behaviour; or
- reluctance to explain what is happening.

These signs are not evidence of bullying in themselves and may indicate a range of other needs or safeguarding concerns. Staff should listen, investigate appropriately and consider the wider context.

10. LISTENING TO CHILDREN

Children have a right to have their views heard and taken seriously.

When a child reports bullying or another concern, adults should:

- listen calmly;
- thank the child for telling them;
- take the concern seriously;
- avoid blaming or criticising the child;
- avoid promising absolute confidentiality;

- explain what will happen next in an age-appropriate way;
- establish immediate safety needs;
- record the concern accurately; and
- pass safeguarding concerns to the DSL without delay.

Children should be offered an appropriate opportunity to express their views about what has happened and what support they feel would help.

The school will consider the child's age, developmental stage, communication needs, SEND and individual circumstances when obtaining their views.

A child should never be required to confront the person alleged to have bullied them or participate in restorative practice simply because this is considered desirable.

11. REPORTING BULLYING

Children can report bullying to:

- their class teacher;
- any member of staff they trust;
- a lunchtime or playground adult;
- the Headteacher;
- the DSL;
- a parent/carer; or
- another trusted adult.

Children are encouraged to continue telling an adult if the problem does not stop.

Adults must take reports seriously, even where the child is unsure whether what has happened constitutes bullying.

12. REPORTING AND RECORDING PROCEDURES

All reports will be handled promptly, sensitively and calmly.

The response will be proportionate to the nature and seriousness of the concern.

Step 1 – Ensure immediate safety

Staff will first consider whether anyone is at immediate risk of harm.

Where necessary:

- children will be separated;
- first aid will be provided;
- additional supervision will be arranged; and
- the DSL or senior leader will be informed.

Step 2 – Listen to the child

The child affected will be given an appropriate opportunity to explain what has happened.

Staff should avoid leading questions and should not conduct an investigation beyond their role where a safeguarding concern may be present.

Step 3 – Establish the facts

Where appropriate, staff may speak separately with:

- the child affected;
- the child/children alleged to have caused harm;
- witnesses; and
- relevant adults.

Care should be taken to avoid children developing a shared account before they have been spoken to individually.

Step 4 – Consider safeguarding

Staff must consider whether the incident may constitute or indicate:

- child-on-child abuse;
- discriminatory abuse;
- sexual harassment or sexual violence;
- physical or emotional abuse;
- online harm; or
- another safeguarding concern.

If so, the school's safeguarding procedures take priority.

Step 5 – Consider equality and SEND

The school will consider:

- whether a protected characteristic is relevant;
- whether the behaviour was discriminatory;
- whether disability or SEND is relevant;
- whether reasonable adjustments are required;
- whether the child has communication or regulation needs;

- whether there is a pattern of behaviour; and
- whether additional support is required.

This consideration applies to all children involved, including the child who has experienced harm and the child whose behaviour has caused harm.

Step 6 – Decide on an appropriate response

The school will determine the most appropriate response based on:

- the nature and seriousness of the behaviour;
- its impact;
- the child's views;
- the circumstances;
- any power imbalance;
- previous incidents or patterns;
- safeguarding considerations;
- equality considerations;
- SEND and disability considerations;
- the age and developmental stage of the children;
- the level of risk; and
- the need to protect all members of the school community.

Possible responses include:

- additional supervision;
- support for the child affected;
- support or intervention for the child whose behaviour has caused harm;
- restorative work, where appropriate;
- education around relationships and behaviour;
- behaviour support;
- reasonable adjustments;
- parental involvement;
- targeted pastoral support;
- external agency support;
- sanctions in line with the Behaviour Policy; and/or
- safeguarding or police referral where appropriate.

Restorative practice will only be used where it is appropriate, safe and likely to benefit those involved. It will not be used automatically and will not replace safeguarding action.

An apology may be appropriate in some circumstances but will not be required where this could cause further distress, pressure or harm to the child affected.

Step 7 – Inform parents/carers

Parents/carers will normally be informed when appropriate.

However, information will be shared in accordance with safeguarding, confidentiality and data protection requirements. The school will not automatically disclose confidential information about another child or family.

Where there is a safeguarding concern, the school will follow the Child Protection and Safeguarding Policy and seek advice from the DSL.

Step 8 – Record

Incidents and concerns will be recorded on CPOMS in accordance with the school's recording arrangements.

Records should include:

- what was reported;
- relevant information obtained;
- actions taken;
- decisions made;
- the rationale for decisions;
- support provided;
- communication with parents/carers where appropriate; and
- follow-up and outcomes.

Bullying and friendship concerns will be monitored by school leaders to identify patterns, locations, groups or protected characteristics that may require further action.

13. SUPPORTING THE CHILD WHO HAS EXPERIENCED BULLYING

The school will seek to ensure that children affected by bullying:

- feel listened to and believed;
- feel safe in school;
- know which adults they can approach;
- have an appropriate opportunity to express their views;
- receive appropriate pastoral support;
- are not blamed for what has happened;
- are supported to rebuild confidence and relationships;
- have reasonable adjustments made where necessary;
- are monitored following an incident; and
- know what action has been taken, where it is appropriate and lawful to share this.

A child should not be expected to change their behaviour simply to prevent someone else from bullying them.

14. SUPPORTING THE CHILD WHO HAS CAUSED HARM

The school recognises that children who bully or cause harm may also have additional needs or may themselves require support.

The school will seek to understand:

- the reasons behind the behaviour;
- the child's understanding of the impact of their behaviour;
- any unmet emotional or social needs;
- SEND or communication needs;
- whether there are safeguarding concerns affecting the child;
- whether the behaviour is part of a wider pattern; and
- what support is required to help the child make safer and more positive choices.

Understanding a child's needs does not remove accountability for harmful behaviour.

The school will balance compassion and support with clear boundaries, consequences and the need to protect other children.

15. BULLYING INVOLVING A MEMBER OF STAFF

Where a concern involves an adult working in the school, it must be reported to the appropriate senior leader and managed in accordance with the relevant school procedures.

Where the concern relates to the safeguarding of a child, the school's safeguarding procedures must be followed.

Where a member of staff is alleged to have harmed or bullied a child, the school's procedures for allegations against staff must be followed and the DSL and/or Headteacher informed as appropriate.

The school also recognises its responsibility to provide a workplace free from bullying, harassment and discrimination and will follow appropriate procedures where concerns are raised by staff. Current DfE guidance specifically recognises the need for schools to prevent and respond to bullying and harassment of staff.

16. BULLYING OUTSIDE SCHOOL

The school may act where bullying occurs outside school, including online, where it:

- affects the welfare or safety of a pupil;
- affects the orderly running of the school;
- has implications for relationships or behaviour within school; or
- amounts to a safeguarding concern.

The Headteacher will consider whether involvement from the police, children's social care or another agency is appropriate.

The school will not delay a safeguarding referral while attempting to resolve an incident through its own behaviour processes.

17. CHILDREN WITH SEND OR DISABILITIES

The school recognises that children with SEND or disabilities may be at increased risk of bullying and may experience, communicate or respond to bullying differently.

Staff will consider whether a child's:

- communication needs;
- sensory needs;
- social understanding;
- emotional regulation;
- cognitive development;
- disability;
- neurodevelopmental needs; or
- other individual circumstances

affect how they experience or respond to an incident.

The school will make reasonable adjustments where required and will ensure that behaviour or anti-bullying responses do not unfairly disadvantage a disabled child.

At the same time, children with SEND or disabilities have the same right to be protected from harm as every other child.

The school will therefore consider both:

1. the support and adjustments required by an individual child; and
 2. the school's responsibility to maintain a safe environment for all children.
-

18. PUPIL VOICE AND EVALUATION

Children's views are an important part of evaluating the effectiveness of our anti-bullying work.

The school will use appropriate methods, including:

- pupil questionnaires;
- pupil voice;
- class discussions;
- assemblies;
- individual conversations;
- behaviour and safeguarding records; and
- feedback from parents/carers.

The school will monitor:

- the number and nature of bullying incidents;
- locations and times where incidents occur;
- online incidents;
- discriminatory or prejudice-based incidents;
- repeat incidents;
- pupil perceptions of safety;
- pupil confidence in reporting concerns; and
- the effectiveness of actions taken.

This information will be used to identify trends and inform school improvement.

19. COLLECTIVE RESPONSIBILITY

Preventing bullying is the responsibility of the whole school community.

All staff will:

- model respectful relationships;
- remain vigilant;
- take concerns seriously;
- listen to children;
- challenge inappropriate behaviour;

- record concerns appropriately;
- report safeguarding concerns without delay;
- consider equality and SEND;
- follow the Behaviour Policy and Child Protection and Safeguarding Policy; and
- contribute to a culture where children feel safe to speak.

Senior leaders will:

- ensure that the policy is implemented;
- monitor bullying and discriminatory incidents;
- identify patterns and trends;
- ensure staff receive appropriate training;
- ensure safeguarding concerns are managed appropriately;
- ensure equality duties are considered; and
- report relevant information to governors/trust leaders as appropriate.

Governors/Trustees will:

- provide appropriate oversight;
- monitor the effectiveness of the school's approach;
- ensure that relevant statutory duties are considered; and
- challenge leaders where necessary.

Parents/carers will be encouraged to:

- listen to their child;
- report concerns promptly;
- work constructively with school;
- avoid encouraging retaliation;
- avoid approaching another child or their family directly where this may escalate the situation; and
- support their child in developing respectful relationships.

20. CHILDREN'S GUIDANCE

Children should remember:

Tell someone

If something is worrying you, tell:

- your teacher;
- another adult in school you trust;

- your parent/carer; or
- another trusted adult.

You can tell someone more than once.

Stay safe

- Stay near trusted adults where you feel unsafe.
- Stay with friends where appropriate.
- If you are in immediate danger, move away and get help.
- Do not put yourself at risk to protect possessions.

Online

- Do not respond to threatening or upsetting messages.
- Tell an adult.
- Save evidence where it is safe and appropriate to do so.
- Use blocking and reporting tools.
- Remember that online behaviour can still cause real harm.

Remember

- It is not your fault if someone bullies you.
- You do not deserve to be bullied.
- Being different is something to be respected.
- Asking for help is not "telling tales".
- If you see someone else being bullied, tell an adult.

21. GUIDANCE FOR PARENTS/CARERS

Parents/carers should contact the school if they are concerned that their child may be experiencing bullying.

Possible signs include:

- reluctance to attend school;
- changes in mood or behaviour;
- avoiding friends;
- unexplained injuries;
- damaged or missing possessions;
- anxiety about using technology;
- changes in sleep or eating;
- reduced confidence; or
- changes in learning or attendance.

Parents/carers are encouraged to:

- listen calmly to their child;
- reassure them that they have done the right thing by speaking;
- record relevant information where useful;
- contact the school promptly;
- share screenshots or other relevant information where appropriate;
- work with school to identify appropriate support; and
- avoid contacting or confronting another child or their family directly, as this can escalate the situation.

The school will investigate concerns appropriately and will keep parents/carers informed about matters relating to their own child, while respecting the confidentiality and safeguarding rights of other children.

22. REVIEW

This policy will be reviewed annually, or sooner where there are significant changes to:

- legislation;
- statutory guidance;
- safeguarding practice;
- Department for Education guidance;
- Equality Act requirements;
- Trust policy; or
- the school's local context.

The policy will be read alongside:

- Child Protection and Safeguarding Policy;
 - Behaviour Policy;
 - SEND Policy;
 - Equality Information and Objectives;
 - Online Safety Policy;
 - Acceptable Use Policy;
 - Attendance Policy; and
 - Complaints Policy.
-

APPENDIX 1 – CHILD'S BULLYING/CONCERN DIARY

Children may use the diary to help them record concerns. Children should not be expected to complete a diary before telling an adult about something that is happening.

Date and time	What happened? What was said or done?	Who was involved?	Where did it happen?	Was anything taken or damaged?	Did anyone see what happened?

APPENDIX 2 – KEY MESSAGES FOR CHILDREN

At Kellington Primary School:

- We are all different and that is something to celebrate.
- Everyone has the right to feel safe.
- Everyone has the right to be treated with respect.
- Bullying is never okay.
- If something is worrying you, tell an adult.
- If someone does not listen the first time, tell another adult and keep telling.
- You do not have to deal with bullying on your own.
- Do not fight back or try to get revenge.
- If someone is being bullied, get help from an adult.
- Be an upstander, not a bystander.
- Look after yourself and others.

APPENDIX 3 – KEY MESSAGES FOR PARENTS/CARERS

If you think your child may be experiencing bullying:

1. Listen to them calmly.
2. Reassure them that they have done the right thing by telling you.
3. Ask open questions and avoid leading questions.
4. Keep relevant information or screenshots where appropriate.
5. Contact the school.
6. Work with the school to identify appropriate support.
7. Avoid confronting another child or their family directly.
8. Contact the school again if the concern continues or your child does not feel safe.

If you believe your child has behaved in a way that has harmed another child, please work openly with the school. Our approach will seek to understand the circumstances and support your child to change their behaviour while maintaining clear expectations and protecting all children.

STATUTORY AND GUIDANCE FRAMEWORK

This policy should be read in conjunction with current versions of:

- Keeping Children Safe in Education 2026;
- Preventing and Tackling Bullying – Department for Education;
- Equality Act 2010;
- Equality Act 2010: Advice for Schools;
- SEND Code of Practice: 0 to 25 years;
- Working Together to Safeguard Children 2026;
- relevant Department for Education behaviour guidance;
- the United Nations Convention on the Rights of the Child (UNCRC); and
- relevant Kellington Primary School and Trust policies.