

# Kitchener Primary School Anti-Bullying Policy

This policy links to Cardiff Local Authority guidance “*Challenging bullying, hate crime, hate incidents and harassment*” issued in December 2021, itself based on Welsh Government’s guidance document “*Rights, respect, equality – challenging bullying*” issued November 2019. Kitchener anti-bullying policy also recognises the 2019 update “*Challenging bullying and harassment: Rights, respect, equality – statutory guidance for schools and settings*” issued as draft guidance by Welsh Government, May 2025.



<b>Headteacher</b>	<b>S Bano</b>
<b>Chair of Governors</b>	<b>S Bano</b>
<b>Date Approved:</b>	<b>October 2025</b>
<b>Renew Date:</b>	<b>October 2026</b>

Kitchener Primary School believes that bullying behaviour is totally unacceptable and must not be tolerated. All members of the school community share a collective responsibility for tackling behaviour should it occur and in working together to promote positive behaviour. The school acknowledges it has a legal duty to prevent and tackle all forms of bullying behaviour.

This policy was drawn up following consultation with the children, staff, parents and Governors of the school and compliments the school vision and values on which Kitchener School bases all its work. Consultation takes place at regular intervals via the form of School Council meetings, Parent meetings, feedback from pupils following circle time lessons and feedback from staff following INSET sessions.

## **Aims of the policy**

The purpose of this policy is to ensure that all children at Kitchener primary school can learn without fear, feel safe, secure, confident and happy and are free from humiliation, harassment, oppression, and abuse.

It is designed to prevent bullying behaviour wherever possible, to respond consistently in line with agreed procedures should it occur and to provide support to those involved as appropriate.

All staff, governors, pupils and parents should understand ...

- Bullying will not be tolerated.
- Clear procedures for reporting bullying should be understood and followed.
- All staff will have an agreed and shared view of the school's definition of bullying.
- Everyone understands that bullying can be prevented with a continual focus on personal and social education, equalities and wellbeing.
- Staff will support pupils who have engaged in bullying behaviour to develop their emotional literacy and support them to address any problems/worries they have.

At Kitchener Primary School, we aim to ensure that all pupils receive their rights as stated by the UNCRC. Some of these include the right to be protected, the right to be equal, the right to be educated, the right to be heard, the right to be healthy and the right to be safe.

[A Right To Not Be Bullied - Home - Meic \(meiccymru.org\)](http://meiccymru.org) rights listed here

## **Definition of Bullying**

### **What is Bullying?**

There is no legal definition of bullying in Wales. Previous Welsh Government anti-bully guidance (Respecting others: Anti-bullying overview, Guidance document No: 050/2011) states that bullying is:

- deliberately hurtful (including aggression);
- repeated over a period of time (whilst recognising that a one-off incident can leave a pupil traumatised and nervous of future recurrence);
- difficult for targets to defend themselves against.

Kitchener Primary school define bullying where the following four features are all present:

- Hurt has been deliberately / knowingly caused (physically or emotionally)
- It is a repeated incident or experience over time
- It has caused feelings of distress, fear, loneliness, humiliation and a lack of confidence in those who are being targeted.
- Involves an imbalance of power
  - Target feels he/she cannot defend her/him self
  - Perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling etc).

### **What is not bullying?**

Bullying is not when two people have the occasional fight or disagreement. Although distressing for the children involved the following are not bullying:

- A one-off hurtful incident between children.
- A comment or action without intention to cause harm.
- Falling out between friends, disagreement or misunderstanding.
- A conflict that got out of hand.
- Activities that all children have consented to and enjoyed.

## What different types of bullying are there?

### **Bullying can take many forms but may be:**

- **physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation;
- **verbal** – taunts and name-calling, insults, threats, humiliation or intimidation;
- **emotional** – behaviour intended to isolate, hurt or humiliate someone; sly or underhand actions carried out behind the target's back or rumour-spreading' bullying that tries to harm the target's relationships, drawing their friends away, isolating or humiliating someone or deliberately getting someone into trouble;
- **sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include any misuse of intimate, explicit images of the learner targeted;
- **online (cyber)** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video;
- **Prejudice-related** – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity;
- **Prejudice-related** - bullying includes the protected characteristics. (Including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- **Insults and banter** - Children and Young People will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act the border between banter and bullying is likely to be crossed;
- **Relational aggression** - Is bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's additional learning needs or an illness, targeting their family's social or financial status, isolating or humiliating someone or deliberately getting someone into trouble;
- **Indirect** - Sly or underhand actions carried out behind the Target's back or rumour spreading.

### **Signs of possible Bullying**

Indicators that a child may be being bullied include:

- Is unwilling to go to school
- Becoming withdrawn, anxious or lacking confidence
- Becoming aggressive, abusive, disruptive
- Feels 'ill' in the morning
- Comes home from school with clothes torn, property damaged or 'missing'
- Has unexplained cuts or bruises

- Bullying others
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phones

## **What a child should do if they or someone else are being bullied**

### **If you are being bullied **Start Telling Other People****

If a child is being bullied, they should:

- Tell a teacher or another adult they trust within school.
- Tell their family.
- If they are scared to tell a teacher on their own, ask a friend to go with them.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame themselves for what is happening.

**If you are a parent or carer and you believe your child is being bullied speak to their class teacher straight away (please see parent guidance sheet in appendix).**

## **What happens if a child reports bullying?**

If a child reports that they or another person is the **target** of bullying the school will investigate and make a decision as to whether or not what has happened constitutes bullying (see form 1 in the appendix). A designated person will monitor and collate information on victims of bullying and perpetrators, that person will:

- Investigate the incident/ establish facts independently talking to all involved.
- Use appropriate Restorative intervention techniques to manage difficulties between perpetrator and targets. Encourage reconciliation where possible.
- Involve parents of all involved.
- Keep accurate, factual records of all reported incidents on pupil's record (safeguarding platform my concern)
- Provide on-going support for those involved.

**If the incident is found not to be bullying it will be dealt with in line with the school positive relationship and good behaviour policy.**

If the incident is found to be bullying the following support can be offered to the child:

- ELSA
- Thrive
- Restorative conversation
- Restorative circle (group or whole class)
- Check ins
- Cwtch or sensory den access.

The child's teachers (or other designated member of staff) will check in with the child after one week to ensure that the bullying has stopped and will continue to monitor the situation moving forward, focusing on the wellbeing of the child.

## **Sanctions / consequences for bullying**

If, after an investigation, a child is found to be the perpetrator of bullying their parents / carers will be informed immediately. Appropriate sanctions will be decided upon by the school in order to ensure that there is no reoccurrence of bullying and that all members of the school community are safe from harm.

The following sanctions may be applied:

- Preventing access to parts of the school
- Missing break times
- Restorative think sheet or letter of apology (written task)
- Privileges withdrawn
- School based community service
  
- Fixed term exclusion
- Removed from class (either permanently or for a fixed term – see additional guidance)
- Permanent exclusion
- Involving appropriate outside agencies.
- Including details on the perpetrator's school record.

## **Prejudicial bullying**

Staff have been made aware of the protected characteristics of marriage and civil partnerships, gender reassignment, religion/belief, sex and sexual orientation, pregnancy/maternity, age, race and disability through INSET on Equalities. Staff are therefore aware to be particularly alert of unacceptable comments/behaviour towards people based on any of these reasons.

In response to any incident of prejudicial bullying which is considered harmful against the **protected characteristics** (Equality Act 2010) then the following procedure will be followed:

- Use 1- Restorative Practice by class teacher. Recorded on pupil's records and consequence decided through restorative practice. Parents to be informed face to face.
- Use 2- Parents informed and consequence decided by class teacher. Recorded on pupil's record.
- Use 3 – Meeting with Mrs Patel, class teacher and parents to discuss. Consequence agreed. Recorded on pupil's record.
- Use 4- Fixed term exclusion.

Consideration will be given as to whether acts of bullying by or to a child warrant instigating Child Protection procedure.

## **Cyber bullying**

All pupils and staff are made aware of how to stay safe when using technologies through e-safety lessons and general awareness of how to stay safe online, respecting others in the virtual world just as we should in the real world. There is a digital leaders pupil voice team in school and parents are supported with regular e-safety workshops for parents and pupils.

In the event of cyber bullying, the victim will usually have examples of texts or e-mails received and these should be kept aiding any investigation. Advice should be given to victims as follows:

- not to retaliate or reply

- block or remove perpetrators from 'buddy lists'
- consider carefully what personal information they may have in the public domain.

Once the person responsible has been identified, consequences will be applied in line with this policy i.e., steps will be taken to change the attitude and behaviour of the bully and consequences applied. In the case of cyber bullying this might include limiting internet access for a period of time. In serious cases the police will be informed e.g., serious threat of injury or death or other harassment.

## **Preventing Bullying**

### **As a school we will:**

- Raise awareness about bullying behaviour through circle time, anti -bullying week, calendar events, i.e. odd socks day, curriculum content.
- Use opportunities across our curriculum to embed positive behaviour and respect.
- Utilise opportunities for addressing bullying through displays, posters, videos, restorative justice sessions, near peer support and the School Council.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure all pupils are aware of the consequences that may be applied against those engaging in bullying.
- Involving pupils in anti-bullying campaigns in school
- Ensure that parents/carers know whom to contact if they are worried about bullying.
- Ensure parents know where to access independent advice about bullying; and
- Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying against the protected characteristics.