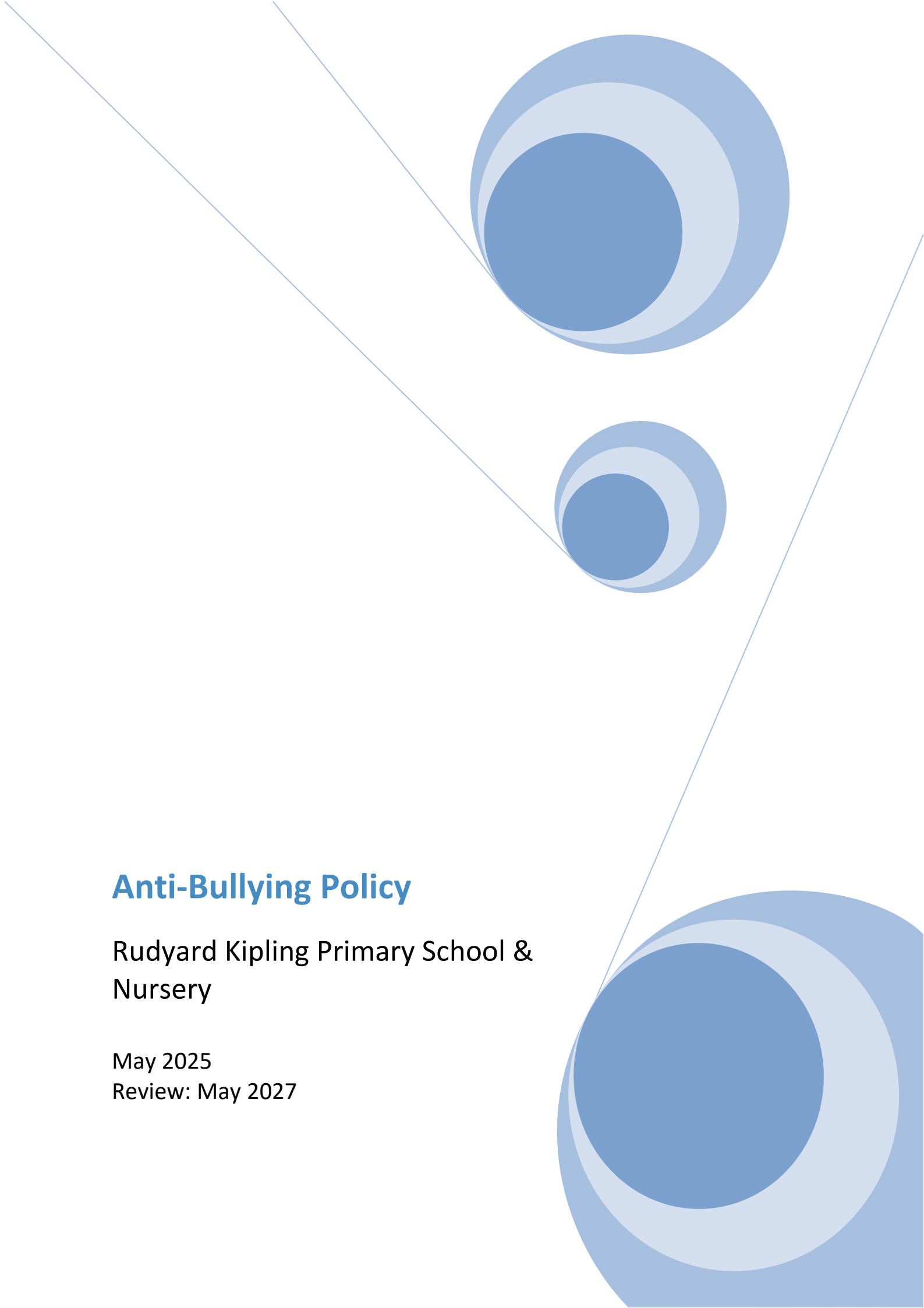


A decorative graphic on the right side of the page. It features three concentric blue circles of different sizes. Two smaller circles are positioned higher up, and a larger one is at the bottom right. Thin blue lines intersect the circles and extend across the page.

## **Anti-Bullying Policy**

Rudyard Kipling Primary School &  
Nursery

May 2025  
Review: May 2027



# **Rudyard Kipling Primary School and Nursery Anti-Bullying Policy**



# Rudyard Kipling Primary School and Nursery

## Anti-Bullying Policy

At Rudyard Kipling Primary School we believe everybody has a right to feel safe, valued and welcome. We recognise that bullying behaviours can happen in all settings and we are committed to ensuring that all pupils are equipped with the life skills to recognise and deal with it. We take all bullying incidents very seriously, including bullying behaviours between pupils, school staff and parents/ carers. PSHE topics and our Anti-bullying focus weeks, make clear the definitions of bullying and the systems for reporting and dealing with bullying incidents. We also work with children to help them understand the difference between relational conflict and bullying behaviour – by acknowledging how complicated friendships can be and teaching strategies for talking about these difficulties. Everyone in the school community, pupils, parents and carers and staff, are encouraged to report any bullying behaviour. We survey our pupils on their views and experiences of bullying behaviour by taking part in the citywide biannual Safe & Well School Survey. The data we get allows us to analyse patterns, which in turn, informs our anti-bullying programme each year.

### Definitions

At Rudyard Kipling Primary School & Nursery, our definition of 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”*

Bullying is not one-off acts of aggression or nastiness, such behaviours if repeated, however, may be viewed as bullying. In this policy and in our anti-bullying work we try to avoid referring to bullies and victims as these label pupils in unhelpful ways.

We recognise that adults can use bullying behaviour and that adults can be bullied by *pupils / students*. This policy covers all bullying involving *pupils / students*. If an adult feels they are being bullied by another adult member of the community they are referred to our Whistleblowing Policy.

### Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

*Pupils / students* will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils / students may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but *pupils / students* will make an effort to resolve the problem and will want to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power when a group acts against an individual for example.



## Rudyard Kipling Primary School and Nursery Anti-Bullying Policy

We understand that bullying behaviour may happen because someone is feeling sad, angry or powerless themselves and would always look to support all children involved.

| Bullying can take many forms :                   |                                                                                                                                                                                                                            |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Online bullying                                  | Internet, mobile phones, social media                                                                                                                                                                                      |
| Damage to property equipment/resources, graffiti | Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti                                                                              |
| Indirect / social                                | Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures.                                                                                     |
| Physical                                         | Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force.                                                                                                                   |
| Possession / distribution of offensive materials | This could be materials or publications that seek to promote extremist and prejudiced views such as racist literature.                                                                                                     |
| Sexual abuse / harassment                        | Suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate, groping / inappropriate touching, sexting. |
| Verbal Abuse                                     | Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.                                                         |

We participate in the Council's biennial Safe and Well School Survey and in this *pupils / students* report that verbal bullying is the most common form of bullying.

### Prejudice-based bullying

*Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.*

We record these forms of prejudiced based bullying by their type and report on them to the local authority. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are others groups of children and young people who may be vulnerable to bullying including children in care, young carers or those with mental health issues. We recognise therefore that we sometimes have to look at develop specific work or practice to prevent bullying of groups of *pupils / students*.

### Prejudice-based incidents

The school does not tolerate any form of discrimination. The school is proud of and celebrates its diverse pupil population.



# **Rudyard Kipling Primary School and Nursery**

## **Anti-Bullying Policy**

It is therefore important that all members of the school community – staff, pupils, parents and carers, governors – understand the importance of respecting everyone in the school, regardless of sex, race, culture, religion, beliefs, background, class or sexuality. Any behaviour found to undermine these values will be dealt with in the same way as bullying behaviour.

These are one-off incidents which are perceived by the target or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group, whether intentional or not, can be damaging and must therefore be responded to as a prejudice related incident. In some settings prejudice-based incidents are referred to as 'Hate Incidents'.

Hate Incidents is the term widely used by the Police and other sectors to describe this type of incident. At their most serious, both bullying and prejudice-based incidents should be reported to the Police, and this would be done by the Headteacher or member of SLT.

Schools have a duty to both respond to and record these incidents to the local authority under the Equalities Act 2010.

All prejudiced based incidents will be recorded in CPOMS to enable us to monitor and identify any patterns of behaviour or language used and put preventative strategies in place as needed.

### **Prevention of bullying**

We use a range of strategies to prevent bullying behaviour:

- The school values of belonging, diversity and respect are promoted across the school day and the curriculum
- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning
- PSHE education lessons are used to develop understanding of safety and how to stay safe
- E-safety is taught across the curriculum and through assemblies and visual reminders around the school community
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting
- The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as: Black History Month, LGBT History Month, International Women's Day, Refugee Awareness Week, UK Disability History Month etc.



## **Rudyard Kipling Primary School and Nursery Anti-Bullying Policy**

- Mentors are used to enable pupils to resolve friendship problems and low-level bullying behaviour without adult intervention
- Positive play leaders are used to reduce potential conflict during break-time and lunchtime
- We regularly survey pupils / students through the *Safe and Well School Survey* to inform developments
- The values of the school are upheld at all times. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.

### **Responding to and Reporting of Bullying and Prejudiced based Incidents**

We recognise that we cannot eradicate bullying behaviours entirely. Within a school (or work) community, relationships are complex and influenced by a wide range of individual, social and cultural differences. Therefore, these relationships will, from time to time, break down. What we aim to do is to deal with each incident individually and find solutions which work for all involved, as well as enabling us to learn from it for the future.

#### How pupils (or other members of the school community) report bullying:

- tell an adult on their helping hand in school as soon as possible
- or
- tell someone at home who can then contact the school

#### How school staff respond when an incident of bullying behaviour is reported:

1<sup>st</sup> report of bullying behaviour:

- Log on CPOMs and class teacher to investigate

A further report of bullying behaviour involving the same pupils:

- Key stage lead involved followed by DHT and HT as necessary

### **Bullying outside of school, including online bullying**

Online bullying behaviour should be treated like any other form of bullying and the school's Anti-Bullying Policy should be followed. This includes logging incidents on CPOMS.

We understand that bullying behaviour can take place on the way to and from school or in the wider community, and can have a significant impact on a pupil's wellbeing and their ability to learn. We recognise that online bullying in particular can mean that a child or young person can experience bullying throughout their day and when they are at home. All year groups have planned units of Computing that explore Online Safety.



# **Rudyard Kipling Primary School and Nursery**

## **Anti-Bullying Policy**

Parents should also report serious bullying incidents to the police.

We offer the following support and guidance to parents of children being bullied online:

- do not engage with the person sending the hurtful messages;
- save and print and date everything, creating a paper trail;
- block the person sending hurtful messages; • use the website/phone provider's in-built reporting services;
- parents/carers contact the police via 101 so that the incident is logged;
- change mobile phone number;
- inform the school.

### **Complaints**

If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaint policy. This can be found on the school website

### **Conclusion**

This policy is based on the knowledge and understanding that relationships are complex and difficult at times. Being able to acknowledge this and develop the life skills to manage these relationships when they are difficult is what we are aiming for each individual in the school community to achieve.