



Anti-Bullying Policy

To be read alongside the Relationships & Regulation Policy

Date agreed: 8th December 2025

Next review: Dec 2026

1. Context

1.1 Our School Values and Approach

At Kensington Primary School, our overarching aim is to create “*a place everybody loves to be*”—a community where every child feels **SAFE, SEEN, SOOTHED and SECURE**. These 4Ss underpin everything we do, including how we prevent and respond to bullying.

We build strong, positive relationships and believe behaviour is a form of communication. Our approach is rooted in emotional coaching, empathy, restorative conversations and high expectations for everyone.

1.2 Purpose of this Anti-Bullying Policy

This policy aims to:

- Establish a clear, shared understanding of bullying and its impact on wellbeing, learning and relationships.

- Ensure pupils, parents, carers and staff work collaboratively to maintain a safe environment.
- Prevent, reduce and respond to harmful behaviours using a relational approach.
- Ensure all bullying concerns are taken seriously, investigated and recorded appropriately.
- Support children showing bullying behaviours so they can understand, repair and change their behaviour.
- Protect pupils from bullying linked to protected characteristics and uphold our duties under the **Equality Act 2010**.
- Promote a culture where pupils take responsibility for their actions and understand the impact on others.

When a pupil or parent raises a concern about bullying at KPS:

- **They will be listened to.**
 - **Their concerns will be taken seriously.**
 - **The matter will be investigated proportionately.**
 - **Actions will be taken to ensure safety and resolution.**
 - **The pupil will be supported throughout.**
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2. Definitions

2.1 What We Mean by Bullying

At Kensington, bullying is:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another person physically or emotionally.”

We also use a child-friendly reminder:
STOP – Several Times On Purpose.

Bullying can involve:

- Physical harm
- Verbal unkindness
- Emotional or relational harm (exclusion, rumours)
- Cyberbullying

Cyberbullying may take place through:

- Messaging apps
- Social media
- Gaming platforms
- Email or text

This can feel especially intrusive as it may follow a child outside school and into their home life.

A single incident is not bullying, but **all incidents of unkindness are addressed immediately**, and repeated occurrences may indicate a bullying pattern.

2.2 Friendship Issues vs. Bullying

Not all relationship conflict is bullying.

- **Friendship issues** and **relational disagreements** are a normal part of growing up.
- Children may argue, fall out or temporarily stop playing with each other.

These situations require support, coaching and guidance, but are **not bullying** unless:

- the behaviour becomes deliberate,
- is repeated,

- and there is a power imbalance.

2.3 Forms of Bullying

Bullying can include:

- **Physical:** hitting, pushing, damaging belongings
- **Verbal:** name-calling, insulting, threats
- **Emotional:** excluding others, spreading rumours
- **Cyber:** sending unkind messages, posting harmful content

Bullying often involves an **imbalance of power**, such as:

- social status
- physical size
- group size
- anonymity online

2.4 Prejudice-Based Bullying

Bullying may be linked to:

- race or ethnicity
- religion or belief
- disability or SEND
- gender or gender identity
- sexual orientation
- family structure

- appearance
- socio-economic background

These forms are recorded and monitored to ensure robust safeguarding and compliance.

2.5 Bullying Outside of School

Bullying can occur:

- on the journey to/from school,
- in the community,
- or online.

Kensington will consider concerns about behaviour that occurs offsite and will take action where appropriate and within our remit. In some cases, the school may not be able to respond directly but may signpost or liaise with external agencies (such as the police or community safety teams) where this is more suitable.

2.6 Statutory Requirements and Legal Duties

Kensington Primary School fulfils its legal duties in line with statutory DfE guidance, the Equality Act (2010), the Education and Inspections Act (2006), and Keeping Children Safe in Education (KCSIE). We therefore commit to the following:

- We follow the Brighton & Hove definition of bullying.
- Under the Equality Act 2010, all **prejudice-based incidents** and **hate incidents** must be recorded, monitored and responded to, even if they are one-off events.
- The school must take reasonable steps to address bullying that happens **outside school**, including online or in the community.
- All bullying and prejudice-based incidents are recorded on **SafeGuard** and monitored regularly.

- Certain pupil groups are more vulnerable and receive enhanced monitoring (SEND, LAC, young carers, minority ethnic pupils, mental health needs).
- The Headteacher reports patterns and themes to Governors.
- Parents may use the **Complaints Policy** if not satisfied with the school's response.

3. Preventing Bullying at Kensington Primary School

Our prevention work is deeply embedded in our **Relationships & Regulation Policy**, ensuring children feel safe, connected and understood.

3.1 Whole-School Preventative Approaches

We use a relational, proactive approach including:

- The **Emotional Health Curriculum**
- Daily emotion coaching
- Emotional Health lessons focused on empathy, kindness and positive relationships
- Explicit teaching about online safety
- Regulation stations inside classrooms and outside
- Pastoral support including ELSA
- Pupil leadership roles promoting inclusion (Play Leaders, Emotional Health Ambassadors, Lunchtime Monitors, School Council)
- Assemblies on diversity, kindness and emotional literacy
- Whole-school participation in Kindness Week linked to our Culture K, Being Kind
- Regular pupil voice collection and surveys

- Consistent routines grounded in our 4Ss (Safe, Seen, Soothed, Secure)

Staff are trained to understand:

- how behaviour communicates underlying needs,
- the impact of trauma and emotional triggers,
- how to support children through co-regulation,
- how to recognise and respond to bullying indicators.

4. Responding to Bullying Behaviour – A Relational Approach

4.1 How Pupils Can Report Concerns

Pupils are encouraged to speak up for themselves or others. They can:

- Tell their class teacher
- Speak to any trusted adult
- Speak to the Inclusion Team or SLT
- Ask a friend to help them talk to an adult
- Access the Listening Lounge
- Ask for help through School Council

We empower pupils to be **upstanders**, not bystanders.

4.2 Recording Concerns

All reports of bullying are recorded confidentially on our safeguarding system and monitored for patterns and themes.

4.3 How Staff Respond

Staff will:

1. Ensure the child feels **safe and soothed**.
2. Listen carefully and validate their feelings.
3. Record the concern.
4. Investigate by speaking to all children involved.
5. Communicate with parents of all parties.
6. Facilitate restorative conversations where appropriate.
7. Create a support plan for any child affected.
8. Use the Relationships & Regulation pathways to support behaviour change.
9. Review the situation until fully resolved.

4.4 Supporting Children Who Have Experienced Bullying

Support may include:

- ELSA
- Pastoral mentoring by all staff
- Regulation strategies
- Safe spaces and regular check-ins
- Parent partnership meetings

4.5 Supporting Children Showing Bullying Behaviours

We do not label children as “bullies”. Instead, we help them understand:

- the impact of their behaviour
- underlying causes
- how to repair harm
- strategies for change

Interventions may include:

- emotion coaching
- behaviour support plans
- pastoral or SEN support

4.6 Consequences

Consequences are:

- relational,
- restorative,
- proportionate,
- and designed to keep everyone safe.

In rare cases, in line with our Exclusions Policy, included in our Relationships and Regulation policy.

5. Complaints and Review

Parents who feel concerns have not been resolved may follow the school's Complaints Policy.

This policy is reviewed regularly with input from pupils, staff, parents and governors, and in line with updates to the Relationships & Regulation Policy.

6. Monitoring, Compliance and Governance Responsibilities

Kensington Primary School is committed to meeting all statutory duties relating to safeguarding, bullying prevention and equality. Therefore:

- All bullying and prejudice-based incidents are recorded accurately on **SafeGuard**.
- Data is analysed termly to identify patterns and inform intervention.
- Vulnerable pupil groups receive enhanced monitoring and support.
- Governors receive Headteacher's report that includes behaviour, safeguarding and bullying trends.
- Where bullying occurs off-site or online, the school collaborates with external agencies.
- This policy is reviewed annually in line with statutory guidance and Trust requirements.