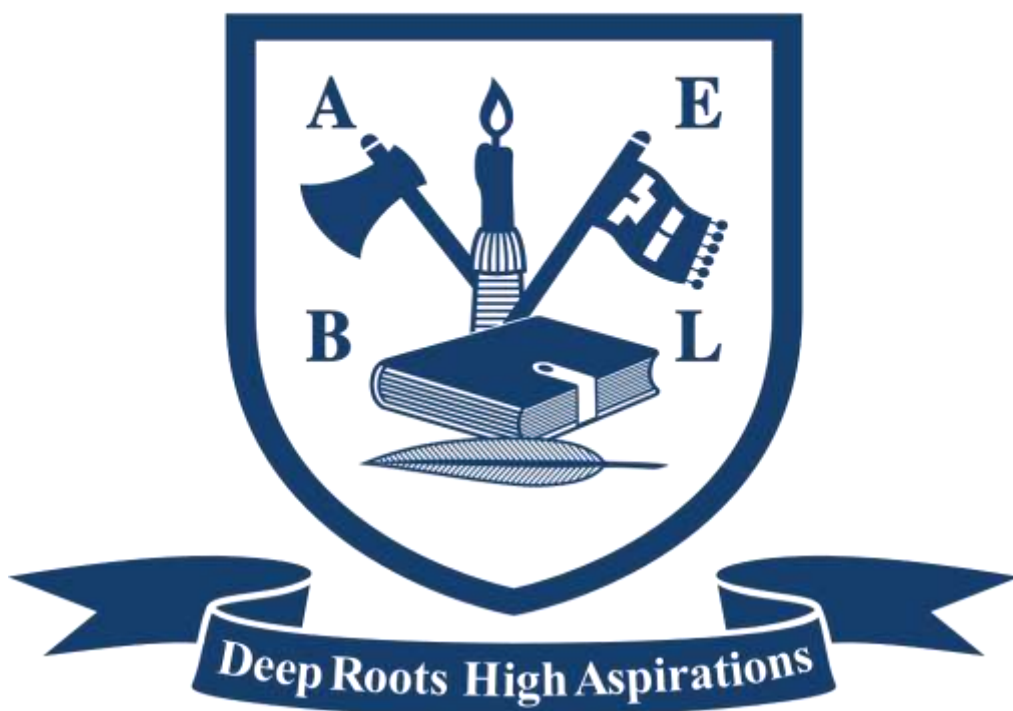


HIGH ASPIRATIONS

# KNEBWORTH

Primary and Nursery School



## Anti-Bullying Policy

*This policy is reviewed on an annual basis  
Next review date: November 2026*



RESPECT - RESPONSIBILITY - RESILIENCE

# Contents

INTRODUCTION .....	3
POLICY SCOPE .....	3
POLICY AIMS .....	3
DEFINITION .....	3
KNEBWORTH SCHOOL ANTI-BULLYING STRATEGY .....	4
INCLUSION .....	5
THE ROLE OF GOVERNORS .....	6
THE ROLE OF THE HEAD TEACHER.....	7
THE ROLE OF OTHER STAFF MEMBERS .....	7
THE ROLE OF PARENTS .....	7
WORKING WITH PARENTS AND CARERS .....	8
CONFIDENTIALITY .....	8
MONITORING AND REVIEW .....	8
<b>APPENDICES .....</b>	<b>9</b>
APPENDIX 1: PROTECTED CHARACTERISTICS .....	9
APPENDIX 2: TYPES OF BULLYING .....	10
APPENDIX 3: TYPES OF CYBER BULLYING.....	11

## Introduction

At Knebworth School, we believe that every child should have “Deep Roots and High Aspirations.” Supporting children to feel safe in school is an important part of this. Persistent bullying can make children and adults feel unsafe which can severely inhibit mental health and emotional wellbeing as well as the ability to teach/learn. Our school values of **respect**, **responsibility** and **resilience** are embedded into every aspect of school life and we foster an open culture where every child is valued and has a voice. This gives children the confidence to speak up and speak out.

Knebworth School has a zero tolerance approach to any form of bullying. The school has policies and procedures in place to deal with bullying, which are clear to parents, pupils and staff in the Behaviour Policy so that, when incidents do occur, they are dealt with quickly to ensure children continue to feel safe.

## Policy Scope

This policy is a guide to all stakeholders, including staff, governors and parents. It outlines our approach to identifying and addressing bullying behaviour in school. This policy should be read in conjunction with our Behaviour policy, Parent Handbook, Child Protection policy, Inclusion policy and Keeping Children Safe in Education guidance.

## Policy Aims

- To develop a school ethos in which bullying is regarded as unacceptable.
- To produce a safe and secure environment where all can teach and learn.
- To develop the understanding that bullying can happen here and challenge the rules of optimism, in keeping with best safeguarding practice.
- To produce a consistent school response to any bullying incidents that may occur.
- To make all those connected with the school aware of our opposition to bullying, and make clear each person’s responsibilities with regard to the prevention of bullying in our school.

## Definition

There is no legal definition of bullying but it can be categorised as behaviour, which includes the following aspects:

- Perpetrated by an individual or group
- Repeated over time
- Intentionally hurts and targets another individual or group either physically or emotionally
- Involves an imbalance of power e.g. intellectual, physical, psychological, and emotional.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It can result in the intimidation of a person or persons through

the threat of violence or by isolating them either physically or online (see Appendices for further details).

Children's behaviour can sometimes be disrespectful. These behaviours will not necessarily be categorised as bullying when using the definition above. For further detail on how these incidents are dealt with, please refer to the Behaviour Policy.

## **Knebworth School Anti-Bullying Strategy**

Through our wellbeing/PSHE curriculum, we teach about the value of relationships and the importance of speaking out as part of an anti-bullying ethos. This is embedded in daily school life and our inclusive curriculum as well as being reiterated through the consistent language of our school values and protective behaviours.

If an incident of bullying is reported, we follow these steps:

1. The Class Teacher is informed.
2. It is investigated by a member of staff.
3. It is recorded on CPOMS (our electronic database for recording all incidents)
4. If bullying is identified, SLT is informed.
5. The pupils are actively involved in discussions as appropriate to the situation.
6. Support/consequences put into place as per our behaviour policy. Mediation through the teacher and a programme of social skills may be appropriate for all pupils involved.
7. Parents of both parties will be informed.
8. The pupils are monitored for future incidents.
9. If there is a repeated pattern of bullying behaviour, parents are requested to discuss next steps with the Class Teacher and a member of SLT, where appropriate.
10. External support agencies may be contacted, where appropriate.

## **Inclusion**

Knebworth Primary School is committed to providing a caring, friendly and safe environment for all of our pupils so that they feel secure and ready to learn.

Bullying of any kind is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. As well as a listening school, we also empower children to speak out against bullying. This means that anyone who knows that bullying is happening is expected to tell the staff.

All members of the school community should be aware that every individual has a right to be respected as an individual, considered of equal value and be given equal opportunities\* irrespective of:

- Appearance

- Age
- Ability/Disability
- Race/Ethnicity
- Gender/sex
- Gender identity
- Sexuality
- Religion
- Social background

*\*Prejudice based bullying is repeated hurtful behaviour that exploits or abuses someone based on their actual or supposed membership of a vulnerable group or their support for such a group. The following protected characteristics identified in the **Equality Act 2010** are particularly relevant in this context: age, disability, gender/sex, gender identity, race/ethnicity, religion and sexuality. These dimensions have legal protection because they expose individuals to particular vulnerabilities within our society and within our schools.*

We are an inclusive school and we are proud that our community is made up of a wide demographic of staff, pupils and families. All pupils will have their own unique circumstances, which they bring with them every day. This can sometimes contribute to unsafe choices, which is a form of communication. We recognise that some children do need extra help in developing pro-social behaviours and we will support them to do so in collaboration with their families.

## The Role of Governors

- The Governing Body supports the Head Teacher in all attempts to prevent bullying in our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- If parents are dissatisfied with the school's handling and management of reported bullying then parents are invited to complain through the standard procedures (see complaints procedure for guidance).

## The Role of the Head Teacher

- It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all the team (both teaching and non-teaching) are aware of the school policy and know how to manage incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Head Teacher ensures that all children know what bullying is and is not, that bullying is wrong, and that it is unacceptable behaviour in this school. The Head

Teacher draws the attention of children to this fact at suitable moments. For example, the Head Teacher may decide to use assembly as a forum to discuss aspects of bullying.

- The Head Teacher ensures that all staff receive sufficient training to be equipped to manage with all incidents of bullying.
- The Head Teacher and senior leaders set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The Role of Other Staff Members**

- Teachers and members of staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of all incidents that happen in class.
- If teachers and members of staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with a member of the SLT, the teacher informs the child's parents.
- All incidents are logged following our behaviour management strategy. Incidents of bullying are shared with the SLT. These are monitored for patterns of behaviour. The Head Teacher reports incidents of bullying termly to governors.
- Teachers attend training, which enables them to be equipped to deal with incidents of bullying and behaviour management with updates throughout the year.
- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **The Role of Parents**

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Class Teacher.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.
- Parents should actively encourage and support their child to communicate their concerns to a trusted adult in school.

### **Working with Parents and Carers**

At Knebworth School, we aim to work with parents/carers to support children who are involved in bullying. Bullying and perceived incidents of bullying can understandably involve emotional conversations for children and parents. Whilst there may be incidences where our perceptions of an event may differ, we will always listen to concerns and support families to try to identify what has occurred and how we can work together to decide next steps in line with our procedures. We will not tolerate any forms of aggression or abuse towards any member of our school community.

## **Confidentiality**

We will always address bullying issues with the individual child and their parents/carers. These discussions will always be kept confidential and we will never discuss your child with any other parent/carer unless we have sought explicit permission. This in turn means that we will not discuss other parents' children with you.

## **Monitoring and Review**

This policy is monitored regularly by the Head Teacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually in discussion with the Head Teacher. Governors may also analyse information with regard to protected characteristics involved in bullying incidents.

## APPENDICES

### Appendix 1: Protected Characteristics

All members of the school community should be aware that every individual has a right to be respected as an individual, considered of equal value and be given equal opportunities irrespective of:

- Appearance
- Ability/Disability
- Ethnicity
- Gender
- Gender Identity
- Social background
- Belief
- Age
- Marital status
- Nationality/Citizenship
- Sexual orientation
- Child protection

## Appendix 2: Types of Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

**Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings

## Appendix 3: Types of Cyber Bullying

The NSPCC outlines the different forms of cyberbullying that can occur:

- Sending threatening or abusive text messages
- Creating and sharing embarrassing images or videos
- Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Shaming someone online
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting
- Pressuring children into sending sexual images or engaging in sexual conversations.