



**Over St. John's C.E. Primary School**  
**'Let your light shine before others.' Matthew 5:16**  
**Anti-Bullying Policy**

### **Introduction**

It is a Government requirement that all schools have an Anti-Bullying Policy. This was followed by government published DfE guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying: A Charter for Action* and at the time of writing, the most recently updated version of the DfE published *Keeping Children Safe in Education* with links to the July 2017 DfE publication *Preventing and Tackling Bullying* and also in line with the *Equality Act 2010*. This policy also references the Church of England's document, *'Flourishing for All.'* This policy reflects this guidance.

### **Aims and Objectives**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos of being ready, respectful, safe and in which bullying is regarded as unacceptable.

'Let your light shine before others' Matthew 5:16

Instances of bullying could include face to face bullying, bullying online and prejudice-based bullying related to special educational need, age, sexual orientation, sex, race, religion or belief, gender reassignment or disability.

We aim, as a school, to produce a safe and secure environment where all children are ready to learn, feel respected and feel safe knowing that measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### **Definition of Bullying**

Bullying is when someone who has difficulties in defending themselves is deliberately hurt or harmed. Deliberately means that even though a person knows that their actions and words hurt, they do or say hurtful things anyway. The victim's difficulties in defending themselves may be due to many things. For example, the victim may be smaller, weaker, more timid than the bully or they be alone against many bullies.

Bullying is not an argument between two children with an equal amount of power.

Bullying is one sided and unfair

Bullying can take many forms, such as:

- Constant name calling, mocking or laughing at someone,
- Pushing, hitting or kicking,
- Systematic exclusion or discrimination,

- Sending unkind notes,
- Spreading unkind stories, rumours or lies,
- Taking someone's belongings, losing, hiding or breaking them,
- Cyberbullying in social media or elsewhere online,
- Sending unkind or threatening messages.

### **The KiVa Anti-bullying Programme**

As a school, we follow the KiVa anti-bullying programme. This approach is an evidence-based programme developed in Finland that takes a comprehensive, whole-school strategy to prevent and address bullying.

It is built on three core elements: prevention, intervention, and monitoring.

**Preventive** measures include classroom lessons designed to raise awareness about bullying, foster empathy, and empower students to support victims rather than reinforce harmful behaviour.

**Intervention** strategies focus on resolving confirmed cases through structured discussions led by a dedicated KiVa team and classroom teachers, often involving peers to support the victim.

Annual **monitoring** through surveys helps us track progress and refine our efforts.

A key feature of KiVa is its emphasis on the role of bystanders, aiming to shift group norms so that students collectively discourage bullying and create a safer, more inclusive school environment.

### **The Role of Governors**

The Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The Governing Body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Body responds within the time scale stated in the complaints policy to any request. In all cases, the Governing Body notifies the Head Teacher and asks her to conduct an investigation into the case and to report back to a representative of the Governing Body.

### **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 staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with 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 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, if an incident occurs, the Head Teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong and why a pupil faces consequences.

The Head Teacher ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head Teacher sets the school climate of mutual support and praise for success and ensures that the school's rules of ready, respectful, safe are adhered to 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 the Teacher and Support Staff**

All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place. There is a central bullying log on staff share for recording instances of bullying.

If teachers witness an act of bullying or a case of bullying is reported to them, they will complete the KiVa screening form. If it is deemed to be a case of bullying, the form will be sent on to a member of the KiVa team who will investigate further. (See appendix for screening form and summary of handling of bullying cases)

The KiVa team member dealing with the case will meet separately with the bullied pupil, the child(ren) named in taking part in the bullying and a small group of children who will be supporters of the bullied pupil. All children will be aware of what is expected of them going forward, with the aim being that the bullying will cease. The KiVa team member will follow up with the bullied pupil the following week to see if the bullying has stopped, decreased, stayed the same or become worse.

The parents are always informed about the cases that have been addressed by the KiVa team.

The parents of children involved can be invited to the school to discuss about the case if needed, although this does not happen automatically in all cases. The students are first given a chance to change their behaviour.

If a child is being bullied over a period of time then, after consultation with the Head Teacher, the teacher informs the child's parents.

If a child is repeatedly involved in bullying other children, we inform the Head Teacher. Their behaviour will be monitored and early help offered in line with Keeping Children Safe in Education and the schools Safeguarding Policy. Where appropriate the child's parents will be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies.

All members of staff have the opportunity to attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, workshops, stories etc. within the formal curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. PSHCE lessons are used to praise, reward and celebrate the success of all children and thus to help create a positive atmosphere. Teachers follow the 1Decision scheme of work and use other supplementary teaching and learning materials, where appropriate, to teach children about positive relationships and behaviours and also deliver KiVa anti bullying lessons to all KS2 pupils. The school council are actively involved in promoting anti bullying and the children's anti bullying policy. Over St John's follow the No Outsiders project to promote the celebration of difference and diversity of everyone. Teachers regularly promote the S.T.O.P message and in KS2 reinforce the rules in the KiVa contract that is developed during KiVa lessons and is agreed by the children. All of these messages are included in the Children's Anti Bullying Policy as a simplified version.

**S.T.O.P** – Several Times On Purpose

**S.T.O.P** – Start Telling Over St John's People

## **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 in the first instance. The class teacher will complete the KiVa screening form with the parent and the process will continue as explained above. If

they are not satisfied with the response, they should contact the Head Teacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents are informed about the cases that have been addressed by the KiVa team that involve their child. The parents of children involved can be invited to the school to discuss about the case if needed, although this does not happen automatically in all cases. The students are first given a chance to change their behaviour.

Parents have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school.

### **The Role of Pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied. If a bullying case has been taken on by a KiVa team member, they may ask a group of pupils to act as supporters of the bullied pupil which would involve standing up for the child where possible and informing the KiVa team member or their class teacher about any unkind behaviours that they witness.

Pupils are invited to tell us their views about a range of school issues, including bullying and how safe they feel at school.

Our School Council, in consultation with all pupils, has developed the school's own children's version of this Anti-Bullying Policy so that it is easily accessible to the children and all pupils have received a copy.

### **Monitoring and Review**

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

This Anti-Bullying policy is the Governors' responsibility and they review its effectiveness annually. They do this in consultation with the Head Teacher and particularly look out for bullying in relation to any protected characteristics.

This policy will be reviewed every two years.

**Signed:** *H N Williamson*

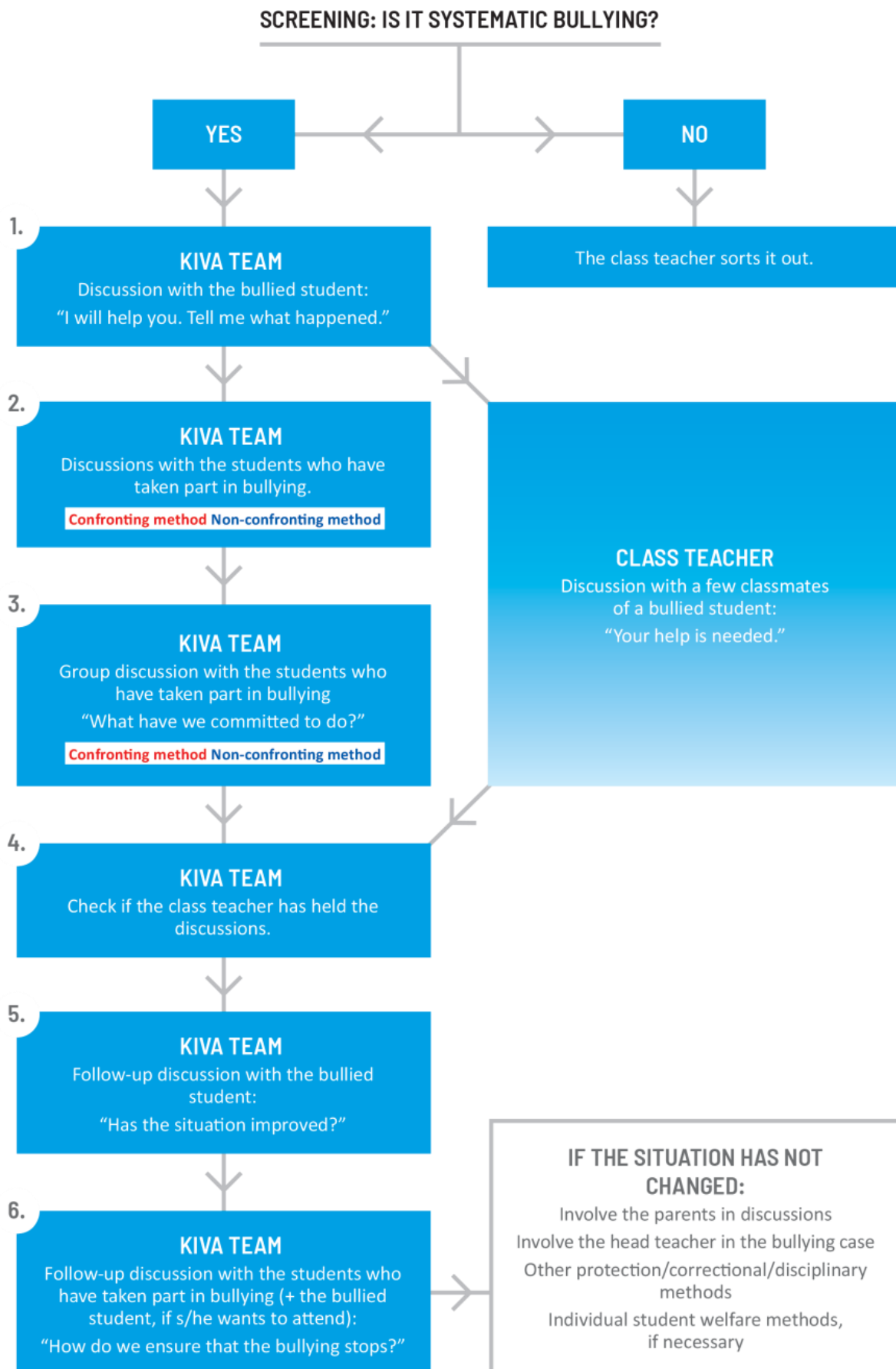
**PSHCE Lead**

**Signed:** *E Snowden*

**Head Teacher**

**Date:** **December 2025**  
**Review Date:** **December 2027**

## SUMMARY: HANDLING OF THE BULLYING CASES



# Screening



*To be filled out by the adult who is the first to know about the hurtful behavior.*

## IS THIS BULLYING?

Hurtful behaviour was reported on 20

The person who has been contacted first was .....

The person who reported hurtful behavior was

- ☐ the pupil targeted by hurtful behavior
- ☐ a peer of the targeted pupil, name .....
- ☐ pupil's parent or guardian, name .....
- ☐ a teacher, name .....
- ☐ someone else, name .....

The pupil who was targeted: ..... Class: .....

What has happened? Provide concrete examples of behaviors that were perceived hurtful.

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How many times hurtful behavior has occurred? .....

When was the last time it occurred? .....

For how long has the situation been going on? .....

Pupils who have taken part in the hurtful behavior: .....

.....

.....

On the basis of the information acquired this is

- ☐ a conflict or a fight between children
- ☐ a case of hurt feelings due to misunderstandings
- ☐ a single case of an aggressive or a hurtful act
- ☐ continuous bullying → to be directed to the KiVa team.

**Also the cases, which are not directed to the KiVa team, require intervention! In these cases schools' established procedure takes place. For example, the class teacher tackles the situation discussing with the pupils involved, or the dispute is solved by mediation, or a sanction is given. In some cases, it will be necessary to be very assertive about the hurtful behavior of the pupil.**

## Discussions with the bullied pupil

Bullied pupil: ..... Class: .....

When was the KiVa team informed about the bullying case? On ..... 20 ..... (date)

Names of the KiVa Team members tackling this case:

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Date ..... 20 .....

What type of bullying has occurred?

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.....  
.....  
.....

How many times has bullying occurred? Select the best answer.

☐ once or twice      ☐ three times or more

When was the last time that bullying occurred? .....

☐ For how long has      ☐ the bullying been going on?

☐ for a week or two      ☐ for a month

☐ for 2 to 6 months      ☐ for 6 to 12 months      ☐ for ..... years

The pupils who have actively taken part in the bullying:

..... Class: .....  
..... Class: .....  
..... Class: .....  
..... Class: .....

Name:

Name:

Name:

Name:

The pupils who have not taken part in the bullying or who have been friendly towards the targeted pupil. (The aim is to find pupils for the class teacher to talk with and come up with some ideas to support and encourage the bullied pupil).

..... Class: .....  
..... Class: .....  
..... Class: .....  
..... Class: .....

Name:

Name:

Name:

Name:

Further information:

.....  
.....  
.....  
.....  
The class teacher has been informed about this discussion on .....20 (date )  
.....  
.....

Parents or guardians have been contacted on .....20 (date )

**Individual discussions with the pupils involved in the bullying**

*The discussions are to be held with all the pupils (individually) during the same lesson.*

Date ..... 20 .....

Pupil:..... Class:.....

Matters noted or agreed on during the discussion:

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Pupil:..... Class:.....

Matters noted or agreed on during the discussion:

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Pupil:..... Class:.....

Matters noted or agreed on during the discussion:

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Pupil:..... Class:.....

Matters noted or agreed on during the discussion:

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### Group discussions with the pupils involved in the bullying

*To be held immediately after the individual discussions.*

Date .....20.....

Notes:

Parents or guardians have been contacted on .....20 (date )

## Follow up discussions

## CHECK WHETHER THE CLASS TEACHER

## HAS MET WITH A FEW CLASSMATES OF THE BULLIED PUPIL

The class teacher has met with classmates on ..... 20 (date)

### **FOLLOW UP DISCUSSION WITH THE BULLIED CHILD**

## FOLLOW-UP DISCUSSION WITH THE BULLIED PUPIL

Date .....20.....

According to the bullied pupil, the bullying has ☐ stopped ☐ decreased ☐ remained the same ☐ increased

Notes:

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**FOLLOW-UP GROUP DISCUSSION WITH THE PUPILS INVOLVED IN THE BULLYING**

Date .....20.....

Is the bullied pupil present at the discussion? (This is not required, but is possible if s/he wants to).

☐ no

☐ yes

Notes:

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Possible further measures:

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