



West End Primary School

We work hard together to be excellent in all that we do. We are confident and compassionate, happy and have fun.

Anti-Bullying Policy

Document Detail	
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1. Introduction

At West End Primary School, we are aware that pupils may be bullied in any school, or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and wellbeing of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

At West End Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern where there is *'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'*. Where this is the case, the Designated Safeguarding Lead (Becky Linton) will deal with this incident – this may involve reporting to external agencies for advice or support, e.g. the Education Safeguarding Team or Children's Social Services.

This policy is closely linked with our Relationship and Behaviour Policy, our Safeguarding and Child Protection Policy and our School's Visions and Values.

2. Child on Child Abuse

At West End Primary School, we recognise that bullying is one form of child on child abuse. We understand that children can abuse children in different ways and our staff team is

committed to preventing, identifying and responding to all forms of child on child abuse. We remain vigilant and proactive in our approach by:

- Listening to pupils and not dismissing
- Ensuring pupils are well supervised
- Revisiting this policy and the principles of KCSIE as a staff team
- Staying up to date with child protection training

We recognise that child on child abuse can include harmful sexual behaviour which we acknowledge exists on a continuum and can range from inappropriate sexual behaviour through to sexual abuse. At West End Primary School, we use the NSPCC's guidance on typical stages of sexual development to help us to understand what is typically age appropriate behaviour - <https://learning.nspcc.org.uk/child-health-development/sexual-behaviour>

(See Safeguarding and Child Protection Policy).

3. Principles

It is the responsibility of the governing body and the headteacher to ensure that all members of the school community work within a safe and enabling environment. We value pupils developing 'compassion' for others and support them to 'work together' well, to foster a collaborative and collegiate approach to school life where all pupils are made to feel part of a strong school community.

Through our values of Personal and Social Responsibility, and through our One Life curriculum, pupils are taught from the Early Years to Year 6 that:

- Everyone is unique, and this is to be respected, valued and celebrated
- Everyone will be supported to develop executive functioning skills that enable them to learn well, be resilient, independent, work well with others and identify and manage their own emotions
- They can form strong and positive relationships with others which contributes to their own wellbeing and supports the development of a positive and enabling learning environment
- Everyone learns and develops in different ways and at different rates, including pupils with SEND

4. Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

5. Bullying Definition

At West End Primary School, we discuss what bullying is, as well as incidents that we would not describe as bullying. This is done with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group wither physically or emotionally
- Bullying usually happens when the relationship is imbalanced
- It could be prejudice-based or discriminatory

Types of Bullying

➤ Cyber Bullying

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual bullying’, which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

➤ Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded because of their colour, ethnicity, culture, faith, community, national origin or national status.

➤ Homophobic Bullying

This occurs when bullying is motivated by a prejudice against someone from the LGBTQ+ community and is motivated by prejudice.

➤ Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children with caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children with English as an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transexual

- Those suffering from health problems, including mental health

6. Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, bedwetting
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why they are unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression
- Behavioural: asking to be taken to school (not wanting to walk by themselves if age appropriate), taking longer to get home, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, not attending school.

7. Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as One Life/PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one off argument. An annual 'Anti-bullying Week' is held to further raise awareness. Online safety is an important part of the curriculum and information for parents and carers is included in newsletters, at information sessions and on the school's website. We teach children how to stay safe online and what to do if they experience online abuse. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Our Relationships and Behaviour Policy includes strategies and approaches which are used consistently, alongside positive relationships and our school values, to prevent inappropriate behaviour, and promote positive behaviour.

8. Responding to Bullying

All cases of alleged bullying should be reported to the headteacher or deputy headteacher. In any case of alleged bullying, either the class teacher, the headteacher or deputy headteacher should first establish the facts, and build an accurate pictures of events over time, through

speaking to the alleged perpetrator/s, victim/s and adult witnesses, as well as parents/carers and any pupils witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the headteacher or deputy headteacher should seek to use a restorative approach with the perpetrator/s and victim/s together. The consequences of their actions on the victim/s should be fully explained to the perpetrator/s. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded on CPOMS under the Bullying tab. Parents/carers of both parties should always be informed and this must also be recorded on CPOMS. If the situation does not improve, the headteacher or deputy headteacher should meet with the parent/s of the bullying child/ren and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention, further monitoring, support and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

9. Reporting Systems

We have clear systems in place for pupils to report child on child abuse, including bullying, in school. Pupils are taught they can report concerns by:

- Telling a trusted adult in school
- Telling parents/carers who can speak to school
- Use the connection box they have in their classrooms

We make sure that all pupils understand these reporting routes through:

- Regular assemblies
- One Life/PSHE lessons
- Visual prompts and posters throughout school
- Age-appropriate discussion about what to do if they're worried

10. Listening to Children

It is important that children are listened to and feel that they are listened to when discussing or disclosing any potential incidents of bullying:

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow procedures outlined above for reporting concerns

