



Pupil Anti-Bullying Policy

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School Aims Respect – Aspiration – Resilience - Integrity

At West Park we welcome all children and their families to our school, where we aim to foster a love of learning. Our aims are:

- o To create a calm, positive and welcoming environment where pupils feel happy and secure and the whole community feels valued and included.
- o To enable each child to achieve their potential through a creative and exciting curriculum that motivates and stimulates pupils to become independent and enthusiastic life-long learners.
- o To respect everyone in society as equals.
- o To work with parents as equal, trusted and valued partners to improve outcomes for children.

Anti- Bullying Policy Aims

Our anti-bullying policy is designed to be relevant and accessible for all stakeholders at West Park Primary school. It is designed to clearly state the position and processes of the school towards bullying.

The policy also has appropriate links with the following policies and action plans:

Behaviour, Confidentiality, Equality, Safeguarding and Child Protection

Statement of intent

All children and young people at West Park Primary School are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour. Our anti-bullying policy outlines how instances of bullying will be dealt with by the school and strategies put in place to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's responses to bullying. Under s.89, our school must have measures in place encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

All staff, parents/carers and pupils will work together to prevent and reduce any instances of bullying at our school. There will be a zero tolerance policy in place at West Park Primary School and we are committed to always listening to children and sorting out issues.

1. **What is bullying?**

1.1. Bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another. It is often difficult for a target of bullying to defend themselves against the bullying.

1.2. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs but frequent and happen over a period of time.
- Intent: The perpetrator means to cause verbal, physical, or emotional harm. It is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power Imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

1.3. **S.T.O.P.** - Bullying is something which happens Several Times On Purpose.

2. **What does bullying look/sound like?**

2.1. Many different kinds of behaviours can be considered bullying. Bullying can be related to almost anything. Teasing another pupil because of their appearance / religion / ethnicity / gender / sexual-orientation / home life / culture / disability or special educational needs are all just some of the types of bullying which can occur.

2.2. **Verbal** – name calling, mimicry, teasing, insulting, spreading rumours, swearing, and making threats.

2.3. **Physical** – any unwanted or inappropriate touching, physical intimidation, hitting, pushing, kicking, pinching, poking, damaging or taking of belongings, deliberate pushing and shoving, threats of violence and extortion.

2.4. **Emotional** – spreading rumours, deliberate exclusion from groups, tormenting, ridiculing, isolating, refusing to work with another pupil, revealing personal information, threatening, inciting or coercing others to treat an individual in a manner that could be considered bullying.

2.5. **Cyber** – threats and intimidation, harassment/'cyber-stalking', defamation, exclusion or peer rejection, unkind messages on range of forums, impersonation and unauthorised publication of private information or images. (It can include messages intended as jokes, but which have a harmful or upsetting effect.)

3. Legal issues related to bullying

- 3.1. Under the Equality Act 2010 and the Equality Duty (5 April 2011), the school has a responsibility to: eliminate 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.
- 3.2. Under the Human Rights Act (HRA) 1998, schools could have charges brought against them if they allow the rights of children and young people at their school to be breached by failing to take bullying seriously. The National Association of Head Teachers has acknowledged this, adding to their guidelines that head teachers must 'satisfy themselves' that their school's anti-bullying policy complies with the HRA 1998. Head teachers cannot do this without fully involving their teaching staff.
- 3.3. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications could be considered criminal offences:
 - 3.3.1. Under the Malicious Communications Act it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
 - 3.3.2. Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
 - 3.3.3. S.127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information in any media including internet sites.
 - 3.3.4. Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

4. Prevention

- 4.1. Staff will encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
- 4.2. Bullying should be discussed as part of the curriculum and diversity, difference and respect for others should be promoted and celebrated through various lessons, assemblies and resources within school. This could include PSHE lessons and availability of books celebrating diversity and difference which are available in all class libraries as well as the school central library.
- 4.3. Changing and organising seating arrangements in class can help to prevent instances of bullying.
- 4.4. Potential targets of bullying should be drawn into working groups with children who do not abuse or take advantage of them.
- 4.5. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events (for example, drama productions, sporting activities, activity groups etc.)
- 4.6. All members of the school community should be made aware of the school's bullying policies.
- 4.7. A safe, supervised place, such as the library or a senior leaders' office, should be available for pupils to go at lunch if they are involved in conflict with their peers or wish to avoid a bully.
- 4.8. Children will have access to key adults and message boxes in class through which concerns and worries can be expressed.

5. Staff guidance principles

- Prevention will be at the forefront of our bullying policy.
- Staff will treat reports of bullying very seriously.
- Staff will not ignore suspected bullying.
- Unpleasantness by one pupil towards another will always be challenged and never ignored including the use of derogatory language (including homophobic and racist comments) in lesson and around the school
- Staff will take action immediately. This applies to all staff, not only teaching staff.
- Swift action and involvement of parents at an early stage to be the aim.
- Staff will respect pupils' privacy and information about specific instances of bullying will not be discussed with others, unless in a setting the victim gives consent to or if a safeguarding issue is raised.
- Follow-up support will be given to both the target of the bullying and bully in the months following any incidents to ensure all bullying has stopped.
- CPD and awareness raising for staff will take place as available / appropriate

6. Roles and responsibilities

It is the responsibility of all staff to be alert to possible harassment of pupils and deal with incidents of bullying as the highest priority. Other specific responsibilities are stated below.

- 6.1. The governors will evaluate and review the anti-bullying policy, and will ensure that it is non-discriminatory. They shall support school as necessary with any disciplinary procedures following a serious incident
- 6.2. The headteacher will review and amend the policy, using staff experience of dealing with bullying incidents in the previous year to improve procedures and taking account of new legislation and government guidance. The headteacher will keep a record of all reported incidents.
- 6.3. A member of senior leadership team will correspond and/or meet with parents where necessary. They will also provide a point of contact when more serious bullying incidents occur; follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- 6.4. Class teachers will be alert to social dynamics in their class and be available for pupils who wish to report bullying. They will discuss bullying with their class, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a member of staff about bullying when it happens. They will also provide follow-up support following bullying incidents.
- 6.5 All members of school staff will: foster in our pupils self-esteem, self-respect and respect for others; demonstrate by example the high standards of personal and social behaviour we expect of our pupils; be alert to signs of distress and other possible indications of bullying; listen to children who have been bullied, take what they say seriously and act to support and protect them; report suspected cases of bullying to a member of the senior management team and deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures. All staff understand that there is a shared responsibility to tackle bullying behaviour and that their own behaviour as role models is of vital importance. All staff have a professional responsibility to be familiar with the reporting and recording mechanisms within school.
- 6.5. Parents/carers should inform their child's class teacher if they are concerned that their child may be being bullied/involved in bullying.
- 6.6. Pupils should inform a staff member if they witness bullying, or are a victim of bullying. They should not respond to bullying by making counter-threats but walk away from any dangerous situations and avoid involving other pupils in incident. Pupils should be advised to retain all evidence of cyber-bullying as evidence. All children will refrain from bullying.

7. Procedures for dealing with incidents of bullying

7.1. Minor incidents: will be reported to the pupils' class teacher who should investigate the incident, set appropriate sanctions for the perpetrator and inform the head teacher of the incident and outcome.

7.2. Serious incidents: the procedure outlined below will be adopted by all staff in serious incidents.

7.3. Interviews:

- The target of the bullying, alleged bully and witnesses are all to be interviewed separately.
- Try to ensure that there is no possibility of contact between the pupils interviewed.
- If a pupil is injured, take the pupil immediately to a first aider for a medical opinion of the extent of the injuries.
- Use a room that allows you to interview in privacy. A witness is recommended for serious incidents.
- If appropriate, and necessary, ask all parties (bully, target, witnesses) to write down details. This may need prompting with questions from you to obtain the full picture.
- Avoid making premature assumptions. It is important not to be judgemental at this stage. Listen carefully to all accounts, be non-confrontational and do not attach blame until your investigation is complete.
- Staff are encouraged to adopt a 'problem-solving' approach, asking the bully to suggest ways they could have improved the situation. The school adopts restorative conversation approaches for these types of conversations.
- Inform all pupils concerned that they must not discuss the interview with other pupils.

7.4. Record keeping:

- The teacher who conducted the interviews should write out a brief summary of the incident. A separate interview sheet should be completed for each pupil involved and the written statements of each part should be included.
- This record should then be forwarded on to the Headteacher, who is responsible for holding all records centrally.

7.5. Action/Sanctions:

Conventional sanctions such as missing play times may be pursued. In addition to this however, the following actions should be taken. Discretion can be used.

7.5.1. Appropriate action to deal with the bully:

- If you are satisfied that bullying did take place, help the pupil to understand the consequences of their actions and warn them that there must be

no further intimidation. Inform them of the type of sanction to be used in this instance (e.g. missing play times/lunchtimes) and future sanctions if the bullying continues.

- If possible, try for reconciliation and a genuine apology from the pupil. This can be in writing to the target of the bully (and/or witnesses if appropriate), or face-to-face, but only with the target's full consent. (Discretion should be used here; targets of bullying should never feel pressured into a face-to-face meeting with the bully.)
- Realise that some pupils do not appreciate the distress they are causing and are not willing to change their behaviour.
- Try to reach agreement on reasonable long-term behaviour.
- Prepare the pupil to face their peer group, if necessary, - discuss what they will say to others.
- Inform parents about bullying incidents and what action is being taken. Face-to-face meetings between a member of staff and parents may be appropriate.
- Class teacher informally monitor pupil over the next half term.

7.5.2. Appropriate actions to deal with the target of bullying:

- The class teacher should check informally on a weekly basis for a month after the complaint of bullying.
- A member of senior leadership team should check formally the week after the bullying, and again during the same half term.
- If necessary, break up the group dynamics by asking staff to assign places in class.
- Encourage the child to tell a trusted adult in school if bullying is repeated and if appropriate given them a book to write down any incidence/concerns.
- Encourage the child to broaden their friendship groups, maybe by joining lunchtime or after-school club or activity.
- If the child has not told the parents/carers, then they will be informed and told how the situation is being monitored.

7.6. Follow-up:

The progress of both the bully and the child who was the target of the bullying should be monitored by their class teacher/s. One-on-one sessions to discuss how they are getting on may be appropriate.

If the incidence was sufficiently serious, follow-up correspondence/communication with parents a month after the incidence may be necessary. This should be from the headteacher.

7.6.1. Pupils who have been bullied will be supported by:

- Being listened to (having an immediate opportunity to meet with a member of staff of their choice).
- Being reassured.
- Being offered continued support.

- Being offered counselling where appropriate.

7.6.2. Pupils who have bullied others will be supported by:

- Receiving a consequence to their actions.
- Being able to discuss what happened through a restorative conversation.
- Reflecting on why they became involved.
- Understanding what they did wrong and why they need to change.
- Appropriate assistance from parents/carers.

8. **Bullying outside of the school**

Teachers have the power to discipline pupils for misbehaving outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the town centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and therefore not under the lawful charge of a school staff member.

The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Consultation and dissemination

Staff and pupils will be consulted before policy is reviewed and adopted by the governing body. Parents will be made aware of the policy via the school newsletter and a hard copy available on request and the policy will also be available on the school website.

Signed by



HT Date: 21.11.23

Signed copy in school

Date: 21.11.23

Chair of Governors

Next review date: Autumn 2025

Review to be completed by: Headteacher