



**West Park
Church of England
Primary School**

Policy against Bullying

‘Let your light shine’ Matthew 5

Reviewed by:	N Craig Deputy Head
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Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2024).

This policy is available:

- On the school website
- From the school office
- A child-friendly version is displayed around school
- A parent-friendly version is available for all parents and carers on the website

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Introduction

At West Park CE Primary School we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential.

We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these ‘relational conflicts’ and stop them from progressing to bullying behaviours.

If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At West Park CE Primary School we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

Roles and responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school’s Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head Teacher (Caitriona Bull) has overall responsibility for the policy and its implementation. She and the Senior Leadership Team are responsible for liaising with the Governing body, the Local Authority, and outside organisations/ agencies when appropriate.

All school leaders and teaching staff are responsible for liaising with parents/ carers as appropriate, in face to face meetings, phone calls, email or Dojo messaging.

The Inclusion Leader and Deputy Headteacher (Helen Ellis and Nina Craig) are responsible for:

- Policy development (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)
- Implementing the policy and monitoring and assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

The Designated Safeguarding Lead/Leads (DSL) in our school are: Caitriona Bull, Nina Craig, Helen Ellis and Emma Yates. Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The nominated Governor with the responsibility for Safeguarding is: Sarah Leadbeatter

What is Bullying?

As a school, we have adopted the **Anti-Bullying Alliance's Definition of Bullying**:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race and ethnicity, religion and belief, gender identity, sex, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs from bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. We will monitor children following a relational conflict to ensure that the situation has been resolved

and does not escalate to bullying. We will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

At West Park CE Primary School we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

On occasion we have discussed friendship issues and unkind behaviour and parents have said this is ‘banter’, we do not accept that repeated unkind words that are said to hurt others feelings are acceptable. Banter is playful and friendly and as such is not inherently bullying and it can be an important part of social bonding and friendships as long as there is no imbalance of power, we know that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

Our school defines ‘prosocial banter’ as ‘playful, typically funny, teasing between friends’. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying. School staff will

distinguish between banter and bullying by taking careful consideration of the intention, content and topic of reported incidents.

Where does bullying take place?

At West Park CE Primary School we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

How to report bullying concerns:

At West Park CE Primary School we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a member of the play team or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our feelings

rainbow, including use of a non-verbal check in system in every classroom, provides a consistent strategy across the school for the children to share how they are feeling.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Parents/Carers:

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal bullying report (see Appendix A), record on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Other members of staff may become involved as appropriate, including Pastoral Lead and members of the SEND team. The Headteacher or SLT may become involved at any point in the process if deemed appropriate.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations). This may mean, at times, that we are not able to provide or share information or updates.

School staff:

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are

concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to their Head of Year or Designated Safeguarding Lead as appropriate and this should be recorded on CPOMs where other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Visitors:

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to. The member of staff may differ depending on the purpose of the visit (e.g. supply teacher, governor, external agency etc).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day.

How our staff will respond to reports of bullying:

At West Park CE Primary School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and affected.

Our school keeps records of all reports of bullying, this information is stored on our school's recording system (CPOMs). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate steps (remind/ warn/ react, reflect and repair and/ or sanctions) in accordance with our school's Care and Management of Pupils policy. These consequences will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate (e.g. Learning and Behaviour Advisory Team, NSPCC)

- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, local schools/ organisations)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work (reflect and repair) with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the West Sussex Integrated Front Door (IFD).

If a parent/carer is not satisfied with our school’s actions, we ask that they follow our school’s complaint policy and procedures. This is available online from our school website and on request from the school office.

Strategies for preventing bullying:

At West Park CE Primary School, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Our School Rules



The school rules will be discussed by all class teachers with their children at the start of every year and term; these will be prominently displayed in every classroom and in key areas of school and will be referred to as often as necessary to be effective and routine.

- Through the school's vision of 'Letting Your Light Shine' and termly values
- Robust 'Care and Management of Pupils' Policy

- 'Feelings Check In' daily in every classroom
- Ensuring that the school actively promotes the celebration of difference and diversity through the curriculum and worship
- Robust R(S)HE curriculum for all year groups
- Respect Week using resources from Anti-Bullying week (November)
- Specific curriculum inputs for online safety and cyberbullying
- Opportunities for pupils to share their voice and opinions – through pupil leader roles (School Council, Prefects and Leaders) surveys etc.
- Specific initiatives for identified individuals or groups
- Inclusion team who meet regularly to review provision for children who may be vulnerable
- Pastoral Manager who works with families and Learning Mentors who work with identified children on a 1:1 or small group basis
- Anti-Bullying information on the school website
- Regular staff training and development for all staff (including lunchtime supervisors)
- Visits from external agencies (e.g. NSPCC,)
- All staff model expected behaviour

Links with other Policies:

The policies below all relate to issues surrounding bullying and should be referred to, when necessary, in relation to the Anti-Bullying policy.

Policy	Why
Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding and child on child abuse
Care and Management of Pupils Policy	Details how as a school we respond to behaviour, both positive and negative and the steps employed to support children and sanctions as appropriate
Online Safety Policy	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equality Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying

Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response
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Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

APPENDIX A

Bullying Report Form West Park CE Primary School

Location/event:

Date of incident:

Time of incident:

Type of behaviour displayed/experienced: (Please Tick)			
Isolation /being ignored or left out		Possessions /kit taken or damaged	
Physical /being hit or hurt		Forced into actions against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		Written	
Cyber (On-line, social media, email, text, posting photos/videos)		Spreading rumours	
Other (please specify)			

	Names of individuals involved:	Gender	Age	Role*
1				
2				
3				
4				
5				
6				

*Role: **V** Victim **P** Perpetrator **A** Associate **B** Bystander

Where did bullying behaviour occur?	
Inside school building	
Outside school building	
Toilet	
Other (specify)	

Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	
Religion		Other (specify)	

Brief summary of the behaviour:

Action taken

Overall (include details if incident referred on):

With each individual involved (noted on page 1):

In “Action Taken”, include any sanctions, exclusions, parental involvement, or involvement with external agencies.

Form completed by:	Date:
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Paper copy of original notes to be filed with pupil records tick when completed

Scanned and added to CPOMS for all noted in section 1 tick when completed