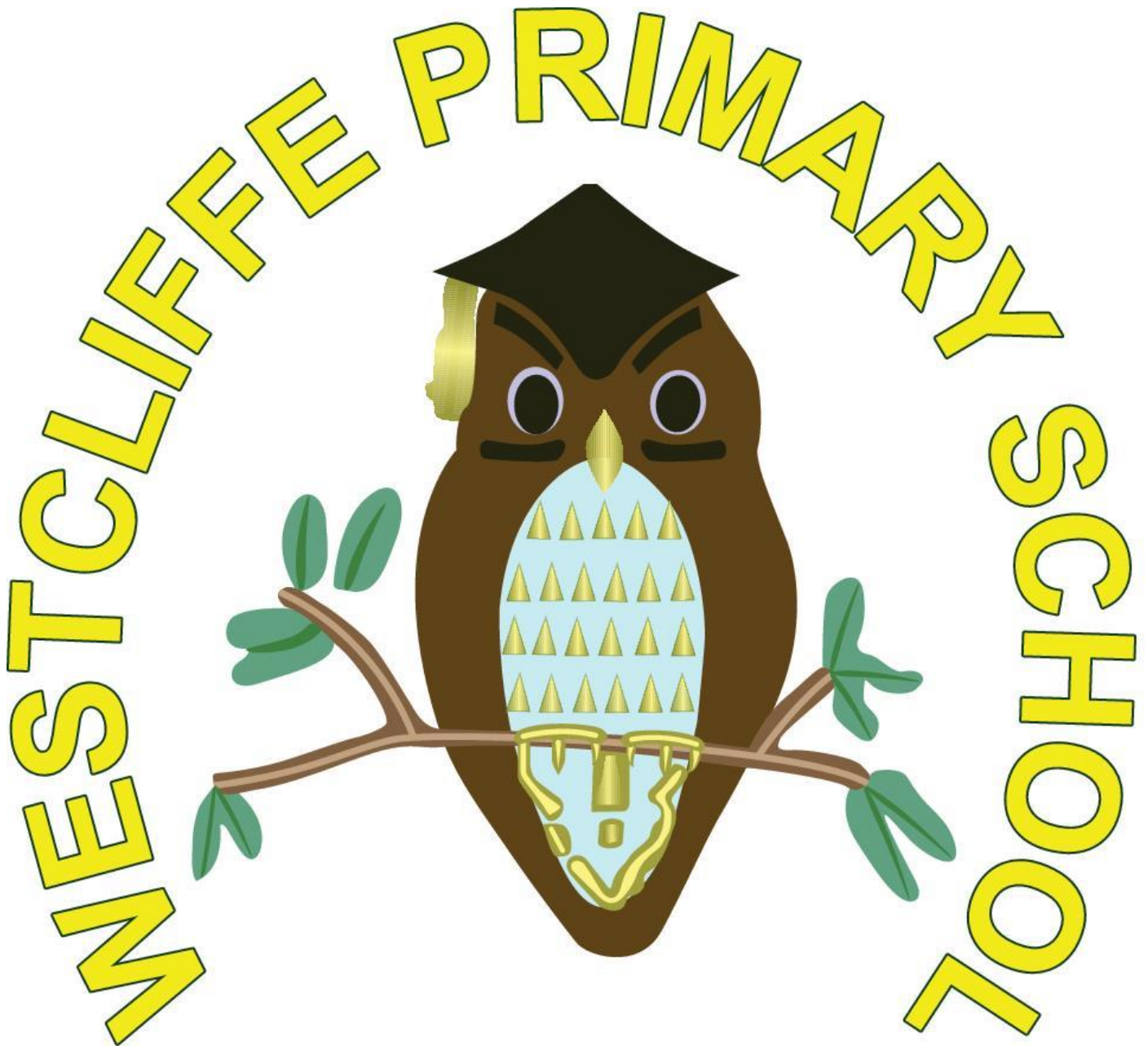


Anti-Bullying Policy



Westcliffe Primary School

Approved by:	Full Governing Body	Date: October 2023
Last reviewed on:	November 2023	
Next review due by:	November 2026	

North Lincolnshire Model Anti-Bullying Policy

1. Principles and Values

- 1.1 At Westcliffe Primary School, we firmly believe that every child in our care has the right to feel safe, secure and happy in school or in off-site activities. We recognise the seriousness of all forms of bullying and the impact it can have on those involved. The ethos of our school fosters high expectations of outstanding behaviour. We recognise the value of talking about bullying and of equipping pupils with strategies for dealing with bullying should they encounter it.
- 1.2 All members of the Governing Body, staff, pupils and parents should have a joint understanding of what bullying is and what the school's procedures are for responding to bullying. Information will be shared on the school website, through regular events and/or workshops for parents/carers.
- 1.3 As a school we take bullying seriously. Pupils, staff and parents and anyone associated with the school should be assured that we do not tolerate bullying and that they will be supported when such behaviour is reported.
- 1.4 This policy has been devised in-line with the statutory regulations set out in Keeping Children Safe in Education. It links with other school policies practices and action plans including:-
- Safeguarding and Child Protection Policy
 - Behaviour Policy
 - Complaints Policy
 - E-safety and acceptable user guidance
 - Curriculum Policies such as PSHE, Citizenship and Computing
 - Relationship and Sex Education Policy
 - Staff Code of Conduct
 - Whistleblowing
 - Equality and Diversity Policy
- 1.5 Bullying of staff by pupils, parents or colleagues, is unacceptable. Anyone feeling aggrieved will be encouraged to follow the procedures outlined in the Complaints and Whistleblowing Policies.

2. Definition of bullying

- 2.1 Bullying is "Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." (DfE Preventing and Tackling Bullying, 2017)
- 2.2 Bullying can be direct or indirect and may include (but not exclusively) the following:-
- Physical - kicking, hitting, taking belongings, sexual violence
 - Verbal - name calling, taunting, mocking, moderate/severe banter, making offensive comments, sexual harassment
 - Non-verbal – gestures, producing offensive graffiti

Psychological - deliberately excluding people from groups, threats.

2.3 This includes the same inappropriate harmful behaviours expressed via digital devices (known as cyber-bullying.) Examples could be the sending of inappropriate messages by text, through websites, social media sites and apps, or sending offensive or degrading imagery by mobile phones or via the internet.

2.4 Bullying behaviour is deliberately hurtful and on-going. (It is not the same as random unprovoked aggressive acts.) It is unequal and difficult to counteract by the person being bullied as it involves a power imbalance. The imbalance of power can manifest itself in several ways:-

- physical - size of people involved, number of people involved
- psychological – knowing what upsets someone and deliberately doing it
- socially – deliberately isolating someone

It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

2.5 Low level disruption, offensive language, banter and horseplay will be challenged. Where this occurs clear expectations of behaviour will be set to prevent negative behaviours escalating.

2.6 An act, or acts, of bullying can take place at any time in or outside school premises or hours. This policy will apply at any point whilst a child is a registered pupil at our school. All staff are trained to be vigilant about all forms of bullying and/or peer on peer abuse.

3. Forms of bullying

3.1 Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying relating to **Race and Culture** - derogatory assumptions or generalisations about colour of skin, accent or the way they talk, ethnic grouping, references to terrorism, dress etc.
- Bullying relating to **religion** – derogatory assumptions or generalisations about religion, religious taunts and intolerance.
- Bullying relating to **disability** - derogatory assumptions or generalisations about a young person's disability.
- Bullying relating to **sexual issues**– unwanted physical contact or sexually abusive comments including sexual harassment and sexual violence.
- Bullying relating to **sexual orientation**- Homophobic / LGBTQ+ - ridicule, gestures, malicious warning others about a person, put downs, insults, etc.
- Bullying relating to **perceived differences** – the way someone looks, talks etc.
- Bullying relating to **Special Educational Needs** - learning difficulties or being gifted/talented
- Bullied because they are a **child in care or adopted**
- Bullied because they are a **Young Carer**
- Bullied because of **other** reasons i.e. jealousy, friendships

3.2 We are a TELLING school. We encourage and support all members of our school community to report bullying. Pupils may not be aware that they are being bullied due to their age, level of special educational need or vulnerability. It is the responsibility of the school community to be vigilant and ensure that all our pupils feel and are safe.

4. Why is it important to respond to bullying?

4.1 Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Pupils and staff who are bullying need to learn different ways of behaving. The school will take necessary steps to assist this change in behaviour including disciplinary action.

4.2 A proactive approach to identify and act upon potential signs of bullying will help in dealing with issues prior to them being formally raised. The signs and behaviours (below) could indicate other problems, but bullying should be considered a possibility and should be investigated.

Other signs may be present which are not mentioned here:

- Frightened of walking to and from school
- Changes their school routine
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep at night
- Has nightmares
- Feels ill in the morning
- School results begin to drop
- Comes home starving
- Frightened to say what is wrong

5. Anti-Bullying Education in the Curriculum

5.1 At Westcliffe Primary School, we use a variety of methods to support pupils in preventing and understanding the consequences of bullying:-

- PSHE
- Relationships and Sex Education lessons
- Spiritual, Moral, Social and Cultural (SMSC) curriculum
- School vision and assembly themes
- Class assemblies
- Anti-bullying week
- Safer Internet Day
- E-safety lessons
- School drivers – tolerance and mental wellbeing
- Cross-cutting themes in other curriculum areas (English, Drama, History)
- Buddy / peer mentors, prefects.
- Worry box or ask it Basket
- Outside speakers and theatre companies

5.2 The PSHE leader is responsible for initiating and developing (with other colleagues) an anti-bullying programme as part of the curriculum. Other appropriate staff are responsible for

delivering the anti-bullying materials to members of the school community as part of a planned programme of study.

6. Pupil Voice

6.1 Pupils are involved in the prevention of bullying as and when appropriate. This includes:-

- Agreeing a set of class rules
- Having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Ensuring that their peers know how to express worries and anxieties about bullying

7. Anti-bullying Procedures

7.1 Parents

- 7.1.1 If parents suspect their child is being bullied they should contact the school. Parents should be prepared to talk about the signs and symptoms that they have observed and any suspicions they have about those carrying out the bullying.
- 7.1.2 Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves is likely to make the matter worse.
- 7.1.3 Parents should encourage their child to talk to an appropriate member of staff in the first instance, or a pupil trained in anti-bullying such as a buddy or peer mentor.

7.2 Pupils

- 7.2.1 If a pupil thinks they are being bullied they must tell an adult that they trust (parent, member of staff). They will need to explain what form the bullying is taking and how it affects them.
- 7.2.2 Pupils who witness bullying or an incident which they feel may be bullying must tell an adult, parent, or other member of staff.

7.3 Staff

- 7.3.1 If bullying is reported to a member of staff they will record the details as presented to them and pass these on to the Headteacher. Due to the Child Protection policy no promise of confidentiality can be given.
- 7.3.2 Where an incident involves sexual violence or sexual harassment refer to Child Protection procedures in line with the latest Keeping Children Safe in Education guidance.
- 7.3.3 During the investigations, care must be promoted for the pupil who perceives themselves as being bullied as well as the alleged pupil showing bullying behaviour.
- 7.3.4 Time out / reflection time may be used if deemed appropriate during the investigation.
- 7.3.5 Parents should be informed and will be asked to come in to a meeting to discuss the problem as part of the investigation.
- 7.3.6 Consequences may be applied where bullying is identified.

8. Persistent bullying

- 8.1 If a pupil continues to inform that they are being bullied over a long period, school staff will provide individual support.

8.2 Staff and Governors will decide next steps for pupils who persist in bullying behaviours in-line with other school policies and plans including the school's behaviour policy.

9. Pupils who have experienced bullying behaviour will be:

- Given an immediate opportunity to discuss the experience with an adult whom they feel safe with and whom they are comfortable talking to.
- Offered reassurance to ensure that the pupil feels safe again.
- Referred to a counsellor if appropriate.
- Offered continuous advice and support for their parents.
- Be informed about the outcome of the investigation into their concerns.
- Referred to Children's Services where appropriate (e.g. where there are safeguarding concerns.)

10. Pupils who have engaged in bullying behaviour will be:

- Given an opportunity to discuss what happened with an adult and explain why they became involved.
- Offered time to help them reflect on their behaviour and understand the harm that they have caused.
- Given time to learn the steps they need to take to repair the harm they have caused and ensure they can make a choice to avoid bullying behaviour in the future.
- Informed that their parents/carers will be involved to help change the attitude and behaviour of the pupil.
- Referred to other agencies (if necessary) including the Police and Children's Services to support a change in behaviour.
- Referred to a counsellor (if necessary)

Changing the attitude and behaviour of pupils who engage in bullying behaviour will be part of the positive procedures used by the school. However, the school recognises that consequences will also have to be used with pupils who exhibit this form of behaviour. (See Behaviour Policy.)

11. Complaints

If a parent or carer is dissatisfied with the response made by the school following a reported incident of bullying, they may make a complaint in accordance with the school's Complaints Policy.

12. Equal Opportunities

In implementing this policy, all members of staff must take into account the school's Equality and Diversity Policy. Staff must ensure that no pupil is involved in any incident of bullying is disadvantaged on the grounds of any of the Protected Characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

13. Responsibilities

It is the responsibility of:

- The Headteacher to communicate the policy to the school community and to feedback the effectiveness of the policy in the Annual Report to Governors.
- School Governors to take a lead role in monitoring and reviewing this policy including liaising regularly with the Anti-bullying co-ordinator.
- Governors, the Headteacher, teaching and non-teaching staff to be aware of this policy and implement it accordingly.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

The PSHE leader with lead responsibility for this policy is: Melanie Troop.

14. Monitoring, Evaluation and Review

The Governors will review this policy every 2 years and assess its implementation and effectiveness.

This policy was approved by the Governing Body in: October 2023

This policy will be monitored and reviewed in: October 2025

- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes.
- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.

Appendix 3: Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies" and "Supporting children and young people who are bullied: Advice for schools" November 2014
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health" <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Anti-bullying Ambassador Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk

- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Anti-bullying Alliance All Together School: <https://www.anti-bullyingalliance.org.uk/get-involved/become-all-together-school>
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Educate Against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

Sexual Violence and Harassment

- Lucy Faithfull Foundation: <https://www.lucyfaithfull.org.uk/>
- Rape Crisis: <https://rapecrisis.org.uk/>
- The Blue Door: <https://www.thebluedoor.org/>
- Brook: <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>
- Stop it Now! <https://www.stopitnow.org.uk/>