



**Policy:** Anti-Bullying Policy

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## **Introduction**

At West Kirby 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At West Kirby 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 when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team (Integrated Front Door – IFD). This policy is closely linked with our Behaviour Policy, our Child Protection & Safeguarding Policy and our School Vision and Values.

## **School Vision**

Our aim as a school is to create a happy, caring community where all members are included, secure and confident, have an equal opportunity to fulfil their potential and to develop the skills necessary to make a valuable contribution to society, both now and in the future.

## **School Values**

WKPS – **W**elcoming, **K**ind, **P**olite and **S**uccessful

## **Aims & Principles**

The aims & principles of this policy are to;

- Promote and develop a school ethos where bullying is regarded as unacceptable, to ensure a safe and secure environment for everyone.
- Define what we consider to be bullying and discrimination, and ensure all pupils and staff understand this.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management and bullying.
- Deal with bullying swiftly and effectively when it occurs and to work with the bully and the victim(s) in order to effect reconciliation and to avoid further incidents.
- Eliminate all forms of discrimination.

We invest time in explicitly teaching and modelling the types of behaviour we expect to see and by showing children how much we all value good moral and social behaviour. We reinforce this by identifying, highlighting and praising good behaviour and choices as they occur. We do not tolerate incitement to violence, extremist views, bullying or harassment in any form. We expect all adults in school to model our school values and set a good example at all times.

All members of our community are supported to acknowledge and respect cultural, emotional, social and spiritual differences – to show respect for all.

We recognise that knowing and understanding individual children, their differences and similarities must remain at the heart of a consistent approach to behaviour management.

### **Legislation and Statutory Requirements**

This policy is based on guidance from the Department for Education (DfE) on...

- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on;

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.

### **Definitions**

We define bullying with the following points:

- Behaviour by an individual or group, which is repeated over time
- That intentionally (deliberately, on purpose) hurts another individual or group either physically or emotionally
- It usually happens when the relationship involves an imbalance of power
- It could be prejudice-based or discriminatory

### **Types of Bullying**

Serious unkindness and violence will receive a sanction in line with our behaviour policy and/or our Suspensions and Exclusions Policy. If the behaviour meets the definition of bullying, the member of staff will follow procedure and report it to a senior member of staff immediately and record on CPOMS.

**Staff must all be familiar with the definition of bullying** as outlined above and be vigilant when dealing with unkindness or violence in case it is an act of bullying.

Bullying may include the following. However, this list is not exhaustive and provides only an overview.

TYPE OF BULLYING	DEFINITION
<b>Emotional</b>	Being unkind in words or actions, excluding, tormenting
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Non-Verbal</b>	Mimicking, Social Exclusion, invisible treatment, rude gestures, ignoring, making faces, writing unkind words
<b>Blackmailing</b>	Forcing someone to do something by using threats or manipulating feelings. Demanding money or another benefit in return for not revealing compromising or damaging information about them.
<b>Cyber-bullying</b>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. This can include sharing of / or pressure to share inappropriate images.

## **Signs and Symptoms**

There is no fool proof way of knowing whether a child or young person is being bullied. Bullying can be a covert and even secretive activity. Reducing bullying therefore involves effective communication between members of staff and parents/carers as part of a school culture where talking about bullying and asserting one's right to feel safe are viewed as particularly important. We encourage children to inform trusted adults within school, wellbeing ambassadors or playleaders about bullying if they see it occurring so that it can be dealt with.

The following are some useful indicators that can lead to a more detailed discussion of what is happening to a young person;

- Unexplained bruises, scratches, cuts, bite marks
- Belongings repeatedly going missing
- Unwilling to say why she/he is unhappy
- Unwilling or distressed at the thought of going to school
- Reports aches and pains/ feels unwell in the mornings
- Frightened of walking to or from school alone
- Changes route to school
- Has started taking longer to get home from school
- Seems withdrawn/unhappy or in a world of his/her own
- Cries at bedtime
- Returns home with torn clothes or damaged schoolwork
- Returns home hungry (lunch/snack money stolen)
- Asks for more money than usual or steals money (to pay off bully)
- Loses interest in schoolwork or finds it harder to concentrate
- Afraid to use mobile phone or internet/ jumpy when messages received/ secretive
- Refuses to go out to play or stops going to cubs/brownies in the evenings or at weekend

Our aim at WKPS is to respond as promptly and effectively as is reasonably practicable to reported incidents. For example, if information was brought to our attention at the start of the school day, our aim would be to speak to those involved that day. We cannot deal with anything we are unaware of, so all members of our school community need to be vigilant and report any concerns. Parents should speak directly to a member of staff if they have any concerns. Our classrooms also have comment boxes/worry boxes where children can raise their concerns. Children are taught to raise any concerns they have with a trusted adult, whether the concern is for them or somebody else in our school community.

## **Responding to Bullying**

The following steps will be followed to deal with bullying:

- Child/ parent/ other adult reports the unacceptable behaviour to a member of staff. This is investigated by the correct member of staff (usually the class teacher or phase leader) -written records should be kept using CPOMS and sanctions given in line with the Behaviour Policy.
- If the incident meets our definition of bullying, the member of staff should escalate the situation immediately on CPOMS and speak to the Headteacher, or a member of the Senior Leadership Team, who will investigate further.
- Parents/Carers of all children involved should be informed and work should begin with all parties in order to support the victim(s) and enable the perpetrator(s) to gain insight into their behaviour, apologise and make amends and receive an appropriate sanction.
- A range of interventions may be implemented to support the victim(s) or assist the perpetrator(s) in understanding and changing their behaviour. Usually, a restorative approach will be used with the perpetrator(s) and victim(s) together.
- A contract of kindness or friendship may be set up between the victim(s) and perpetrator(s) if it is felt this is an appropriate step towards a resolution.
- If appropriate, staff (whole school) will be made aware of the bullying situation to ensure high levels of vigilance and understanding.
- If the situation does not improve, the headteacher should meet again with both sets of parents and agree on clear expectations and boundaries to prevent any further harm. These agreements should be shared with all pupils involved.
- The perpetrator(s) will be receive consequences which could include
  - A personalised behaviour plan
  - Involvement of external agencies
  - The removal of privileges
  - The loss of break / lunch times
  - An internal exclusion
  - An external exclusion
  - A permanent exclusion
- Any necessary action should be taken until the bullying has stopped.

## **Building An Anti-Bullying Culture**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as 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. The whole school also has a more in-depth focus on bullying through events such as Anti-bullying week.

At WKPS it is important that the children understand the role of a bystander in relation to bullying. A bystander is a person who does not become actively involved in a situation where someone else requires help and in this way is understood to be a passive observer, an onlooker who watches something happening, but stays on the sidelines and doesn't intervene or get

help, even if someone needs it. Doing nothing does have a real impact on events and may cause harm. To tackle bullying the children must understand the responsibilities of peer bystanders and take appropriate action where it is needed. At WKPS we want to mobilise and empower pupils to be upstanders. We want to show pupils as early as possible the language required to intervene in bullying and use role play and reflection to teach upstander behaviours. In an age-appropriate way, we will be open and honest when communicating to pupils the possible consequences of reported bullying behaviour.

### **Across All Ages**

The Anti-Bullying Alliance recognises that bullying behaviour can be displayed by children as young as 3 years old. The Personal, Social and Emotional Development (PSED) area of learning within the EYFS Framework supports children to:

- express, label and manage their emotions
- interact positively with others and develop friendships
- develop independence, confidence and a positive sense of self
- set goals and persevere to achieve them

These skills are fundamental for cognitive development but are also crucial to enable children to develop patience, empathy towards others and lead healthy and happy lives. We achieve this in EYFS at West Kirby Primary School through a nurturing environment, careful adult modelling, appropriate story books and explicit teaching in alignment with our whole school PSHE curriculum. We also work in close partnership with our parents and carers.

### **Across The Curriculum**

Our computing curriculum incorporates online safety for all year groups. It supports the children to behave in an acceptable way online and supports the children with advice as to what to do if they are experiencing cyberbullying.

Inclusion is celebrated and promoted through the PSHE unit 'Valuing Difference'. Our English lead and librarian also work hard to promote books which promote diversity. In addition, through the My Happy Mind program, pupils learn about positive relationships and how to build them.

In assemblies, WKPS refers to the work by Andrew Moffat to reiterate the message of 'No Outsiders – all different & all welcome.'

WKPS seeks opportunities that the children can be a part of to continue to embed an anti-bullying culture e.g. drama productions, NSPCC visits, external visitors etc.

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). These are also referred to in the WKPS Behaviour Policy.

The Governing Body will also review this behaviour and antibullying policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for reviewing this antibullying policy in conjunction with the Governing Body. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy.

The headteacher will also take a lead in parent meetings when bullying has been identified and ensure follow up meetings are arranged to ensure the bullying has stopped.

## **Staff**

### **Listening to Children**

To build an anti-bullying culture, it is important to understand the lived experience of pupils. Regular pupil surveys and pupil voice sessions are carried out. The data from pupil surveys will be monitored to assess if this policy is effective. It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying. All staff should remember to always:

- 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
- If the victim has broken school rules, deal with this separately, to ensure the victim(s) feels listened to and safe during the disclosure.
- Follow our procedures for reporting concerns, using CPOMS.

### **Remember**

- Bullying can have a huge negative impact on children – in the short and long term.
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable.
- Report any concerns you have. If you are unsure, be safe and report it.
- Take prejudice-based bullying seriously and listen to children affected by it.
- At West Kirby Primary School, we have a zero-tolerance approach to bullying: If any behaviour meets the definition in this policy, it will be dealt with swiftly. This means staff

should also have a zero-tolerance approach to unkindness and be vigilant in their monitoring and reporting.

## **Parents**

We share our anti-bullying policy with parents/carers and ask them to be familiar with it, especially this section.

If you believe your child is being bullied, please follow this guidance:

- Listen carefully to what your child has to say. Try not to interrupt.
- Try not to personalise what is happening. It's OK to connect with your child about how it feels to be bullied, but try not to take the problem on as if it's yours.
- Don't retaliate against the bully or their family. This won't help solve the problem or empower your child.
- Coach your child on how to react. This involves avoiding people who are unkind and being calm yet assertive.
- Inform school immediately.

Note: Sometimes children perceive one off acts of unkind behaviour as bullying. All incidents should be responded to and investigated, so please contact school, but try your best to stay neutral until all of the facts have been discovered. Turning a small incident into a larger problem can make restorative practice more difficult, and your child will look to you for how to respond. Reassure your child that they were right to bring the incident to an adult's attention and that we will all work together to solve the problem as quickly as possible.

## **Pupils**

Pupils also have a responsibility to ensure bullying is not tolerated in our school. Following our school values involves showing respect for all and kindness. All pupils will also be taught about the important role of the bystander through PSHE lessons to help create a culture where bullying is not tolerated. In addition, some pupils are selected to receive more specific training to help prevent bullying. For example, the wellbeing ambassadors are trained to look out for signs of bullying, report this to staff and to promote kindness and respect to all.

## **Pupil Support**

Staff will consider how best to support both the victim(s) and perpetrator(s). Our behaviour system is based on restorative values, so pupils will always be guided to take responsibility and repair the situation, but for incidents of bullying, additional support may be necessary. This may include contracts of friendship, peer mentor/ buddy support, social skills groups, anger management support etc. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or other agencies, to identify or support specific needs.

We will work with parents to create a plan of how to move forward, including periodic reviews to ensure both victim and perpetrator(s) have moved on from the bullying and are making progress in line with the plan.

## CPD

Our staff are provided with ongoing CPD in relation to managing behaviour and bullying. All staff have access to The National College so that they can take ownership of their own CPD.

Behaviour management and awareness of bullying will also form part of continuing professional development through staff development sessions.

A staff training log is kept by the Headteacher.

Links are in place with West Kirby Residential School and they have provided 1:1 support for individual children and offer CPD opportunities for our staff.

Staff have regular training in spotting signs of bullying and responding effectively when bullying occurs.

## Prevent

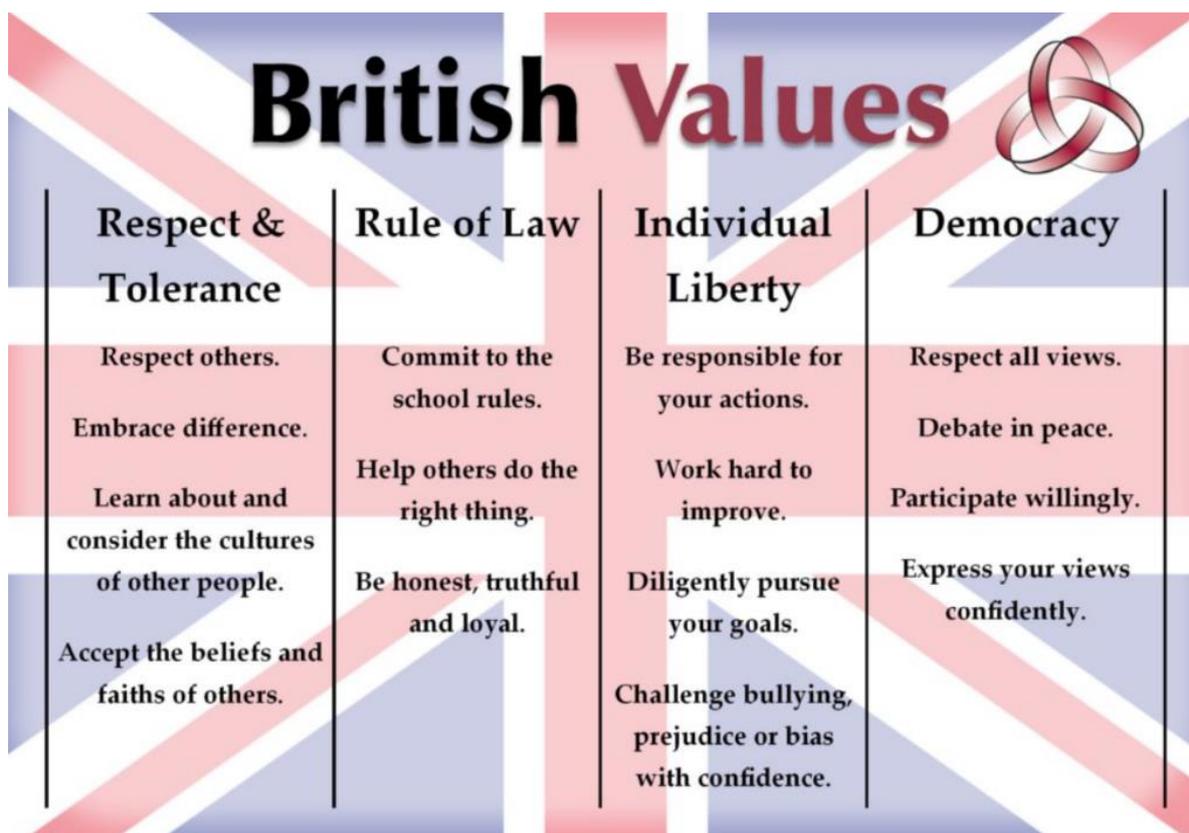
Since July 2015 all schools (as well as other organisations) have a legal duty to safeguard children from radicalisation and extremism. All staff at WKPS have completed Prevent Awareness Training and this will continue to be updated.

This means we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues, so they better understand how to protect themselves.

Much of what we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include;

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, including the British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect for and Tolerance of those with different faiths and beliefs and for those without faith.



We will also protect children from the risk of radicalisation by using filters on the internet to make sure they can't access extremist and terrorist material, and by vetting visitors who come into school to work with pupils.

### **Further Support**

[Anti-Bullying Alliance](#)

[Anti-bullying advice and new insights from Childline | NSPCC](#)

[Help With Bullying \(kidscape.org.uk\)](#)

[Information and advice about all forms of bullying \(nationalbullyinghelpline.co.uk\)](#)

[Bullying | Parents Guide to Support | YoungMinds](#)

## Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy and training.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.