Anti-Bullying Policy

Westgate C.P. School

Inspire · Create · Learn

Est. 1969

Version	Date	Author	Comments
1	Sep 25	R Kidd	Based on model policy in The Key (May 25)
2	Sep 26	R Kidd	Revised to link to ethos and values

Date Approved:	Sep 26
Approved By:	CoG
Statutory Policy	Yes
Review Cycle	Annually

Contents

.....1

Contents 2

1. Policy Basis and Guidance 3

2. Our Values, Ethos and Approach to Bullying 3

3. Purpose of the Policy 4

4. Definition of Bullying 4

5. Types of Bullying 4

6. Roles and Responsibilities 5

7. Preventing Bullying 5

8. Reporting and Responding to Concerns 6

9. Proportionate Responses and SEND 6

10. Supporting Pupils 6

11. Online and Off-Site Bullying 7

12. Recording and Monitoring of Bullying Concerns 7

13. Complaints and Unresolved Concerns 7

14. Policy Monitoring and Review 8

15. Links to Other Policies and Procedures 8

16. Useful Links and Supporting Organisations 8

General Anti-Bullying Support 8

Online Safety and Cyberbullying 9

Additional Support and Specialist Advice 9

Appendix A: How Westgate CP School Will Respond to Reports of Bullying – Quick reference for staff 10

Appendix B: Staff Guidance – The Support Group Method 12

1. Policy Basis and Guidance

This policy has been developed with regard to relevant legislation, statutory guidance and national guidance, including:

- Department for Education (DfE) guidance: Preventing and Tackling Bullying (July 2017) and relevant supporting guidance.
- DfE statutory guidance: Keeping Children Safe in Education 2026 (KCSIE), including relevant guidance relating to child-on-child abuse, sexual harassment and sexual violence.
- Childnet guidance: Cyberbullying: Understand, Prevent and Respond – Guidance for Schools.

This policy should also be read alongside the related school policies and procedures listed in Section 15, particularly the Child Protection and Safeguarding Policy, Behaviour Policy, Online Safety Policy and Equality Policy.

This policy will be reviewed regularly to ensure that references to legislation, statutory guidance and national guidance remain current and reflect any relevant changes to national requirements.

2. Our Values, Ethos and Approach to Bullying

At Westgate CP School, our approach to preventing and responding to bullying is rooted in our vision that every child should leave our school as a confident, resilient and reflective individual, equipped with the knowledge, skills and values they need to flourish.

We believe that positive relationships are fundamental to children's learning, development and wellbeing. Every child has the right to feel safe, valued, respected and included within our school community. We are committed to creating an environment where pupils can develop confidence, achieve their potential and become valued members of their local community and active, responsible global citizens.

Our four learning behaviours underpin our approach:

- Pride – taking responsibility for our actions and the impact they have on others.
- Courage – having the confidence to speak out when something is wrong and seek help.
- Resilience – responding positively to difficulties and setbacks.
- Teamwork – listening, cooperating, supporting others and recognising the strengths of others.

Our school rules provide a clear and consistent framework for preventing and responding to bullying:

- Be kind in what you do and say.
- Follow instructions.
- Look after our school.

Bullying is incompatible with our school ethos and expectations. We expect all members of our school community to treat one another with respect and kindness and to take responsibility for the impact of their words and actions.

Our approach is both preventative and responsive. We work to create a culture in which bullying is less likely to occur through positive relationships, clear expectations, education and early intervention. Where bullying does occur, we will act promptly to keep pupils safe, support those affected, address harmful behaviour and work with those involved to achieve a positive and lasting outcome.

3. Purpose of the Policy

This policy sets out how Westgate CP School will:

- prevent bullying and promote positive relationships;
- define and identify different forms of bullying;
- provide clear routes for reporting concerns;
- respond consistently and proportionately to incidents;
- support pupils who experience bullying and pupils who display bullying behaviour;
- record, monitor and evaluate concerns and outcomes.

4. Definition of Bullying

Bullying is behaviour by an individual or group that intentionally hurts another individual or group. It is usually repeated over time and may involve an imbalance of power, making it difficult for the person experiencing bullying to defend themselves.

Examples may include:

- physical behaviour, such as hitting, kicking or damaging belongings;
- verbal behaviour, such as name-calling, threats, taunts or offensive comments;
- emotional or relational behaviour, such as deliberate exclusion, intimidation or spreading rumours;
- online behaviour through messaging, social media, gaming platforms or the sharing of harmful images or content.

Not every disagreement, friendship difficulty or unkind act is bullying. However, all inappropriate behaviour will be taken seriously and addressed appropriately. Although bullying is usually characterised by repeated behaviour, serious one-off incidents may require an appropriate behaviour or safeguarding response, depending on the circumstances and risk of harm.

5. Types of Bullying

This policy covers all forms of bullying.

Bullying may be prejudice-based or discriminatory and may relate to actual or perceived characteristics. The following examples are not exhaustive and include, but are not limited to, bullying related to:

- race, ethnicity, nationality or culture
- religion or belief
- disability or special educational needs and disabilities (SEND)
- sex
- sexual orientation
- gender reassignment
- pregnancy or maternity
- physical appearance, family circumstances or any other actual or perceived characteristic or difference.

Where behaviour may constitute sexual violence or sexual harassment, the school will respond in accordance with its Child Protection and Safeguarding Policy and relevant statutory guidance.

6. Roles and Responsibilities

The Headteacher and Senior Leadership Team (SLT) will ensure that the policy is implemented consistently and that patterns and trends are monitored.

The DSL / Deputy DSLs will be informed where bullying concerns raise safeguarding issues.

All staff are responsible for taking concerns seriously, acting promptly, following school procedures and challenging bullying and discriminatory behaviour.

Pupils are expected to follow the school rules, treat others with kindness and respect, and report concerns to a trusted adult.

Parents/carers are expected to work in partnership with the school, support their children and raise concerns appropriately.

7. Preventing Bullying

The school will seek to prevent bullying through:

- positive relationships and a consistent whole-school culture;
- clear behaviour expectations and the consistent application of school rules;
- curriculum teaching about relationships, equality, difference and online safety;
- staff training and clear reporting procedures;
- pupil voice and regular opportunities for pupils to express concerns;
- early identification of pupils who may need additional support;

- partnership working with parents/carers and external agencies where appropriate.

The Headteacher, Senior Leadership Team, DSLs, Pastoral Team, teachers and support staff all have a role in preventing, identifying and responding to bullying.

8. Reporting and Responding to Concerns

Pupils may report concerns to any trusted adult. Parents/carers may raise concerns with the class teacher, Pastoral Team, SLT or Headteacher.

When a concern is reported, the school will, as appropriate:

- take immediate action to ensure the safety and wellbeing of those involved;
- listen to pupils and gather relevant information and evidence;
- speak to witnesses where appropriate;
- consider whether the concern meets the definition of bullying and whether safeguarding procedures are required;
- inform the DSL where appropriate;
- inform parents/carers as appropriate;
- put in place support, actions and proportionate consequences;
- record the concern and outcome;
- undertake follow-up checks.

Information relating to bullying concerns will be shared on a need-to-know basis and in accordance with the school's safeguarding and data protection procedures. The school will not normally share confidential information relating to another pupil with parents/carers.

9. Proportionate Responses and SEND

School staff will respond to bullying concerns in different ways depending on the circumstances and seriousness of the behaviour. Staff will consider the nature, frequency and impact of the behaviour, any imbalance of power, safeguarding concerns and the needs of those involved.

When deciding on actions or sanctions, the school will take account of the individual circumstances of pupils, including age, developmental stage, special educational needs and disabilities (SEND) and other relevant vulnerabilities. This does not mean that inappropriate behaviour will be ignored; the response will be reasonable, proportionate and appropriately adapted to individual needs.

Any sanctions or consequences will be applied in accordance with the school's Behaviour Policy.

10. Supporting Pupils

Pupils who have experienced bullying may receive:

- a named trusted adult and regular check-ins;
- pastoral or emotional support, including ELSA support where appropriate;
- an agreed support or safety plan;
- support with preserving and reporting online evidence;
- referral or signposting to additional services where appropriate.

Pupils who have displayed bullying behaviour will be supported to understand the impact of their actions, take responsibility and make positive changes. This may include education, pastoral support, parental involvement, restorative work where appropriate and proportionate consequences.

Restorative approaches will only be used where appropriate and safe. No pupil will be required to participate in a restorative meeting where this may cause distress or place them at further risk.

11. Online and Off-Site Bullying

The school will respond to online or off-site behaviour where it affects the safety or wellbeing of pupils or another member of the school community, or has an impact on the orderly running of the school.

Where appropriate, a member of the SLT may contact the parent/carer of the pupil or pupils involved to inform them of the concern, discuss the matter further and agree appropriate next steps.

The school may support pupils to preserve evidence, report and remove harmful content, involve online service providers or external agencies and apply proportionate actions in accordance with school policies.

12. Recording and Monitoring of Bullying Concerns

Bullying concerns will be recorded accurately and consistently on CPOMS or the school's agreed recording system. Records will include, as appropriate, the nature of the concern, those involved, relevant discriminatory elements, actions taken, support provided, communication with parents/carers, consequences and follow-up outcomes.

Leaders will review information regularly to identify patterns and trends, including, where appropriate, by type of incident, year group, location, online/offline context and relevant protected characteristics. Findings will inform staff training, curriculum provision, safeguarding arrangements and school improvement planning.

Appropriate information will be reported to governors to enable monitoring and challenge.

13. Complaints and Unresolved Concerns

The school will work with parents/carers to resolve concerns promptly and fairly. If a parent/carer remains concerned about the school's response to a bullying concern, they should initially raise the matter with the Headteacher.

Where a matter remains unresolved or disputed, parents/carers may follow the school's formal Complaints Policy and Procedure, available through the school and on the school website.

14. Policy Monitoring and Review

This policy will be reviewed annually, or sooner where legislation, national guidance or local circumstances require. The effectiveness of the policy will be evaluated through incident information, pupil voice, parent/carer feedback and staff feedback.

15. Links to Other Policies and Procedures

This Anti-Bullying Policy should be read alongside other school policies and procedures that support the safety, wellbeing and positive behaviour of pupils, including:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Acceptable Use Policy/Agreements
- Equality Policy and Equality Information and Objectives
- SEND and Inclusion Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Complaints Policy and Procedure
- Staff Code of Conduct

Where a bullying concern raises a safeguarding concern, the Child Protection and Safeguarding Policy and procedures will take precedence. Where appropriate, concerns may also be managed in accordance with the school's Behaviour Policy, Online Safety arrangements or other relevant procedures.

16. Useful Links and Supporting Organisations

The following organisations may provide additional information, advice and support for pupils, parents/carers and staff. This list is not exhaustive and links will be reviewed regularly.

General Anti-Bullying Support

- https://anti-bullyingalliance.org.uk/
- https://www.childline.org.uk/
- https://www.nspcc.org.uk/
- https://coramkidscape.org.uk/
- https://diana-award.org.uk/
- https://www.youngminds.org.uk/

Online Safety and Cyberbullying

- https://www.childnet.com/
- https://saferinternet.org.uk/
- https://reportharmfulcontent.com/
- https://www.iwf.org.uk/

Additional Support and Specialist Advice

Further specialist advice and support may be sought where bullying is related to discrimination or prejudice, including bullying connected to disability or SEND, race, religion or belief, sexual orientation, gender reassignment, sex or sexual harassment, or other protected characteristics.

Appendix A: How Westgate CP School Will Respond to Reports of Bullying – Quick reference Guide

A CONCERN OR REPORT OF POSSIBLE BULLYING IS RECEIVED

A pupil, parent/carer, member of staff or other member of the school community raises a concern.

⬇️

1. REPORT SHARED WITH THE APPROPRIATE MEMBER OF STAFF

The concern is passed to a member of the Pastoral Team, SLT or another appropriate member of staff.

⬇️

2. CONSIDER IMMEDIATE SAFETY AND SAFEGUARDING

Does the concern raise an immediate safety or safeguarding issue?

YES → Follow the Child Protection and Safeguarding Policy and involve the DSL/Deputy DSL, as appropriate.

NO → Continue with the investigation.

⬇️

3. INVESTIGATE THE CONCERN

- Listen using open questions, including Tell, Explain, Describe (TED).
- Establish what happened, including when and where.
- Speak to other pupils involved and relevant witnesses.
- Establish whether similar incidents have happened before.
- Consider the nature, frequency and impact of the behaviour.
- Consider whether there is an imbalance of power.

⬇️

4. CONSIDER THE OUTCOME: HAS BULLYING BEEN EVIDENCED?

YES – Bullying has been evidenced → Follow the Anti-Bullying Policy and put appropriate support and actions in place.

NO – One-off incident or other inappropriate behaviour → Address in accordance with the Behaviour Policy and/or other relevant procedures.

NO – Insufficient Evidence of Bullying → Consider whether support, monitoring or other action is still required.

⬇️

5. PUT APPROPRIATE ACTIONS AND SUPPORT IN PLACE

- Pastoral or emotional support.
- A support or safety plan.
- Restorative approaches, where appropriate and safe.
- Proportionate consequences.
- Additional monitoring.
- Referral or signposting to external support.

⬇️

6. INFORM AND INVOLVE PARENTS/CARERS

Parents/carers will be informed and involved where appropriate, taking account of safeguarding and confidentiality considerations.

⬇️

7. RECORD THE CONCERN AND ACTIONS

Record the concern, investigation, actions and outcomes on CPOMS (or the school's agreed recording system).

⬇️

8. FOLLOW UP AND MONITOR

Carry out follow-up check-ins or meetings as required.

YES → Concerns resolved and the pupil is safe and supported: continue routine monitoring as appropriate.

NO → Concerns continue or reoccur: review and take further action.

This process should be read alongside Westgate CP School's Anti-Bullying Policy and Child Protection and Safeguarding Policy.

Appendix B: Staff Guidance – The Support Group Method

The Support Group Method is a targeted intervention that may be considered in appropriate circumstances as part of the school's response to bullying. It should be used on a case-by-case basis and only where it is safe, appropriate and likely to support a positive outcome.

The approach does not replace appropriate safeguarding action or proportionate consequences where these are required. No pupil should be required to take part in a restorative or group-based approach where this may cause distress or place them at further risk.

Introduction

The Support Group Method, developed by Barbara Maines and George Robinson, uses a problem-solving approach. It involves bringing together pupils who have been involved in, or witnessed, behaviour causing distress and encouraging the group to take shared responsibility for improving the situation.

Step 1: Talk with and listen to the pupil experiencing the concern

- Understand the impact and distress experienced by the pupil.
- Explain the proposed approach and gain the pupil's agreement where appropriate.
- Discuss who might form part of a support group.
- Agree what information can appropriately be shared with the group.

Step 2: Convene the support group

The facilitator arranges a meeting with an appropriate group of pupils. The group may include pupils whose behaviour has contributed to the concern, alongside pupils who are likely to provide positive support. The facilitator should use professional judgement to ensure that the group is appropriate and that the approach is safe.

Step 3: Explain the problem

The facilitator explains that they are concerned about a pupil who is experiencing difficulty or distress. The focus is on helping the group understand the impact of the situation and consider how things can improve. The discussion should be handled sensitively and should not disclose unnecessary personal information.

Step 4: Encourage shared responsibility

The facilitator explains that everyone has a role in helping to improve the situation. Pupils should be encouraged to consider how their actions and choices can contribute to making the pupil feel safer, happier and more included.

Step 5: Ask the group for ideas

Each group member is encouraged to suggest practical ways in which they can help improve the situation. The facilitator supports constructive and realistic suggestions and ensures that proposed actions are appropriate.

Step 6: Agree next steps

The group agrees practical next steps. The facilitator explains that progress will be reviewed and that the school will continue to monitor the situation. Where appropriate, the school may also apply other support, interventions or consequences in accordance with the circumstances.

Step 7: Review and follow up

The facilitator checks in with the pupil who experienced the concern and subsequently reviews progress with relevant members of the group. The school will continue to monitor the situation and take further action where necessary.

Important considerations

- The Support Group Method is not appropriate for every situation.
- Safeguarding concerns must always be addressed through the appropriate safeguarding procedures.
- The wishes, safety and wellbeing of the pupil experiencing the concern must be central to any decision.
- The approach should be facilitated by an appropriately skilled member of staff.
- The intervention, actions and outcomes should be recorded appropriately.
- The use of the Support Group Method does not prevent the school from applying proportionate consequences or sanctions where these are required.