



Rationale

West Street is a caring, positive and friendly community. We strive to create a safe and secure environment in which all of our pupils can achieve their full potential. No child should feel unhappy or unsafe, which is why bullying of any kind is unacceptable at our school. Where bullying does occur, victims have the right to expect immediate action and for incidents to be dealt with promptly and effectively. Anyone witnessing bullying in school is expected to report it to a member of staff.

Objectives

- All stakeholders have an understanding of what bullying is.
- All stakeholders will be fully supported when any instance of bullying arises.
- All stakeholders will know that bullying will not be tolerated.
- All stakeholders will know about cyber bullying and its consequences.

Definition of bullying

At West Street, we define bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face-to-face or online and can take many forms including:

- Physical: hitting, kicking, taking belongings, producing offensive graffiti
- Verbal: name calling, mocking related to appearance, taunting, making offensive comments, related to physical/mental health conditions
- Indirect: gossiping about someone, spreading hurtful or untruthful rumours, exclusion from social groups
- Sexual: explicit remarks, display of sexual material, making sexual gestures, giving unwanted physical attention, inappropriate touching
- Online: sending offensive, upsetting or inappropriate messages by text, phone, direct message, social media platforms, gaming websites or apps, sending offensive or degrading photos and videos

- Prejudicial: bullying against people with protected characteristics e.g. related to home circumstances, religion/faith/belief, ethnicity, nationality, SEND or disability, sexual orientation (homophobic/biphobic bullying), gender identification (transphobic bullying), race (the use of slurs, graffiti or gestures)

Bullying is recognised by the school as being a form of peer on peer abuse. It can happen to anyone and can be emotionally and physically damaging. Bullying can have severe and adverse effects on children's emotional development.

All pupils and staff at West Street are aware of our definition of bullying

All pupils and staff at Park Primary are aware of our definition of bullying, what behaviours constitute bullying and how to report bullying if they see it happening or experience it themselves.

- All staff receive training on appointment and annual refresher training on dealing with pupil behaviour.
- We will ensure that the Computing Curriculum teaches children how to recognise online bullying and how to use ICT safely through a specific online safety strand and as an integral part of any teaching and learning for ICT. The PSHE Curriculum also includes a specific strand about online safety
- All children take part in special activities during Anti-Bullying Week each year to raise awareness and deal with issues.
- The PSHE curriculum covers aspects of bullying so that children understand the differences between falling out with a friend, and bullying.
- Staff are vigilant in looking for key signs of bullying and record any incidents electronically through a secure management system in the Safeguard software we use.
- A clear procedure is in place for dealing with any bullying that is reported or witnessed.
- We have a range of strategies and resources to help support the victims of bullying. We are able to sign-post children to trained counsellors.

Dealing with Bullying

When bullying is suspected or reported, the incident will be investigated appropriately and immediately by the member of staff who has been approached about it or witnessed it. When dealing with any reports of bullying, we use a restorative model which allows all the children involved to identify their role in the bullying and agree what actions will be taken to stop this immediately. The parents of all children involved will be informed.

Where a case of bullying is identified, the following procedure will be followed:

- A clear and concise account of the incident will be recorded on the confidential behaviour log (Safeguard software).
- Leadership Team & Designated Senior Lead will be informed where there are safeguarding concerns.
- When necessary, other agencies may be consulted or involved, such as the Police, if a criminal offence has been committed, or other local services including Early Help or Children's Social Care, if a child is felt to be at risk of significant harm.
- Roles in the bullying and an action plan going forward will be agreed on by all children involved.

- School will ensure that the parents of all children will be informed (meetings potentially organised) about the concerns and the action taken.
- Children identified as displaying bullying behaviour will be provided with an opportunity to talk about what has happened, will have an individualised behaviour plan put in place (this may involve exclusion from breaks and lunchtime free play and loss of privileges) and will be supported by staff to improve their behaviour.
- Restorative practices will be used to restore the relationship between the child and the victim.
- Persistent bullying or extremely serious cases of bullying may result in a fixed term or permanent exclusion.
- Relevant staff members will be informed of the bullying and the agreed plan so that this can be monitored regularly.
- A date for a review meeting will be set and progress will be reviewed at regular intervals.
- Parents/carers know about our complaints procedure and how to use it effectively.

Children with special educational needs and disabilities

Keeping Children Safe in Education 2019 states that “Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.”

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

All staff are aware of the aforementioned challenges for the children concerned.

Each KS has a feelings box where children can share their emotions or worries and receive responses.

Assemblies and PSHE lessons are based on anti-bullying, reducing violent behaviour and promoting positive relationships.

At West Street, we will:

- Involve pupils to ensure that they understand the school’s approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support.