West Green Primary School
Anti-bullying Policy

Reviewed on:	January 2026
Next Review:	January 2027
Staff Responsibility	SLT
Governor responsibility	FGB
Signed by Chair	Ameila Griffiths

Safeguarding Statement

At West Green Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at West Green Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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Statement of intent

We are committed to providing a caring, friendly, safe and inclusive environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

This policy is based on DfE guidance "Preventing and Tackling Bullying" (July 2017) and supporting documents. It also considers the most recent version of the DfE statutory guidance "Keeping Children Safe in Education" and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. West Green has also considered Children's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

Objectives of this policy

The key objectives of this anti-bullying policy are to ensure:

- All governors, teaching and non-teaching staff, pupils and parents/carers will have an understanding of what bullying is.
- All governors, teaching/ non-teaching staff and volunteers will know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents/carers will know what the school policy is on bullying, and what they should do if bullying arises.
- That as a school, we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying in any shape or form is not tolerated.

What is bullying?

The DfE "Preventing and Tackling Bullying" (July 2017), defines bullying as "*behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally*". Sometimes the term 'bullying' can be used incorrectly to describe short-term disagreements or individual examples of unkindness. There is a difference

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between bullying and the 'falling out' that both children and adults can experience, where friendships are soon restored. Bullying is, in fact, the systematic and persistent use of aggression or targeted negative behaviour with the intention of hurting another person physically and/or emotionally.

Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). Bullying can also be conducted online, sometimes called cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. No matter how bullying is conducted, it results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - targeted at a person's perceived colour, ethnicity, or cultural background
- Faith targeted - targeted at a person's religion, faith, or faith-related background
- Sexual – unwanted (or threat of) physical contact or sexually abusive comments
- Homophobic, transphobic or anti-LGBTQ+ - because of, or focusing on, the issue of sexuality and/or gender reassignment and/or gender identity
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Virtual - causing hurt or upset via an online platform

Racism
The school has adopted the definition of racism as defined in the Macpherson Report:
'Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as its more overt form'.

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Racism is bullying behaviour specifically targeted at a person's perceived race, skin colour, ethnicity or cultural background and may involve all of the above behaviours identified as bullying. Racist behaviour will be dealt with in the same way as bullying and will not be tolerated in our school. The determiner of whether an incident is racially charged is commonly the victim, who will be best-placed to identify this.

Research shows that name-calling is the most common direct form of bullying or racism. This may be because of individual characteristics, but pupils can also be called names because of their ethnic origin, nationality or colour, religion or faith. Racist bullying will be dealt with in the same ways as any other form of bullying, and using restorative justice techniques.

Racist bullying includes:

- Direct physical assault or threat of it
- Inciting racism in others
- Behaving in a racist way and treating others less favorably on the basis of race
- Racist name-calling or racist joke-making
- Expressing prejudices or deliberate mis-information on racial or ethnic distinctions
- Distributing racist literature
- Writing or expressing provocative slogans or catch phrases
- Refusal to cooperate with other people because of their racial heritage and/or ethnic origin
- Ostracising or excluding

Examples of racist behaviours:
In practice it can mean the following actions, based on race and ethnicity:

- Not addressing allegations of racism appropriately or treating complainants as 'trouble-makers'
- Blocking progression, acting up or learning opportunities within employment and education
- Avoiding or isolating people, or not inviting them to social or networking events
- Subjecting people to greater scrutiny or monitoring
- Using negative language or making 'jokes' about people's race/ethnicity
- 'Colour blindness' (ignoring race and its impacts)
- Not providing appropriate support or not responding to cultural or religious needs
- Assuming superiority of 'people like me' over 'people like them'
- Stereotyping (generalising or making assumptions about all people from a specific ethnic group, culture or religion are the same)
- Making people into 'other' (perceiving them as different from what is 'normal')
- Behaviours that signal that someone doesn't belong or isn't welcome
- Directly insulting or hurting people

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Principles

- The school is an anti–racist establishment and is committed to addressing racism in any form and will not tolerate it.
- Instigating action to support victims of racism.
- Ensuring existing school policies address inappropriate behavior around racism and other discriminatory practices.

LGBTQ+ Bullying

People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.

Like all forms of bullying, homophobic bullying can be through name calling, spreading rumours, cyberbullying, physical or sexual and emotional abuse.

LGBTQ+ bullying includes:

- Direct physical assault or threat of it
- Inciting homophobia/transphobia in others
- Behaving in a homophobic/transphobic way and treating others less favorably because they are LGBTQ+
- Homophobic/transphobic name-calling or racist joke-making
- Expressing prejudices or deliberate mis-information on LGBTQ+ people
- Distributing homophobic/transphobic literature
- Writing or expressing provocative slogans or catch phrases in reference to LGBTQ+ people
- Refusal to cooperate with other people because of they are LGBTQ+
- Ostracising or excluding

Examples of LGBTQ+ bullying behaviours:
In practice it can mean the following actions, based on assumptions around someone's sexuality, gender or that of people they associate with:

- Not addressing allegations of homophobia or transphobia appropriately or treating complainants as 'trouble-makers'
- Blocking progression, acting up or learning opportunities within employment and education
- Avoiding or isolating people, or not inviting them to social or networking events
- Subjecting people to greater scrutiny or monitoring
- Using negative language or making 'jokes' about people's sexuality or gender and/or gender identity
- Not providing appropriate support or not responding to needs related to someone who is LGBTQ+
- Assuming superiority of 'people like me' over 'people like them'
- Stereotyping (generalising or making assumptions about all people from a specific LGBTQ+ group)
- Making people into 'other' (perceiving them as different from what is 'normal')

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- Behaviours that signal that someone doesn't belong or isn't welcome
- Directly insulting or hurting people

Principles

- The school is an LGBTQ+ friendly establishment and is committed to addressing homophobia and transphobia in any form and will not tolerate it.
- Instigating action to support victims of LGBTQ+ bullying.
- Ensuring existing school policies address inappropriate behavior around homophobic, transphobic, LGBTQ+ bullying and other discriminatory practices.

Recording and reporting racist, homophobic and transphobic incidents to the appropriate authorities both internal and external to the school to endeavour to eradicate such behavior.

Why is it important for school to respond to bullying?

Bullying hurts. No-one deserves to be a victim of bullying. At West Green we celebrate the diversity of our community, and uphold the protected characteristics within it, to ensure that everyone is treated with respect and kindness in line with the law.

It is the school's role, and duty, to challenge and halt incidents of bullying because this behaviour undermines the core foundations of kindness and respect upon which the school's ethos is built. When bullying occurs, the school will endeavor to respond promptly and effectively, working with and supporting all parties involved. We will support victims and apply consequences to the perpetrators, where necessary, whilst also endeavouring to find the reasons for the bully's behaviour choices and address these as appropriate. We will work to help educate those who bully to learn, understand the impact of their actions and to change their behaviours, making better choices going forward. We aim to repair the relationships involved so that everyone can move forward happily and safely.

Signs and symptoms

It is the hope that a pupil would report any incidents of bullying as doing so is encouraged, and made clear, through the school's ethos and behaviour management systems. We are a *TELLING* school. However, in cases where pupils do not speak out, bullying behaviours can be identified through 'white

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slip' tracking as detailed in the behaviour management policy. Staff are vigilant and will report any suspicions of bullying behaviour to a senior leader as soon as possible. Spotting changes in the behaviour of individuals may also indicate that a child is being bullied, even if the bullying itself has not been observed. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Staff in school should be aware of these possible signs and that they should investigate if a pupil:

- Is frightened of making the journey to or from school
- Changes their usual routine
- Avoids areas of the school or times of the school day
- Is unwilling to attend school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide
- Absconds from school/ educational visit
- Frequently reports they feel ill (where no known cause of illness is known or detected)
- Begins to do poorly in school-work
- Attends school in clothes torn or with damaged books/ equipment
- Has possessions which are damaged or 'go missing'
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened when questioned to say what's wrong
- Gives improbable excuses for any of the above.

Prevention

The positive behaviour management systems in school encourage appropriate, kind and respectful behaviour (see Behaviour Policy). This is supported in our Personal Social Health Education (PSHE) learning, online-

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safety teaching and the Social Moral Spiritual and Cultural aspects of our assemblies (SMSC). Clear and consistent consequences are given for inappropriate or poor behaviour choices and anti-bullying procedures are also in place to prevent, detect and manage such unacceptable behaviour effectively, should it occur.

Procedures

At West Green, pupils are encouraged, and given space/time, to report and discuss any behaviour they are not happy with. Initially, teachers will try to deal with any incident of unkindness in a supportive, low-key manner, in line with the school's behaviour policy. This may be:

- Face to face talks with pupils involved
- Providing a consequence for unkind behaviour e.g. a white slip/informally speaking to parents/carers
- Providing reflection time for the perpetrator to understand the impact of, and learn from, their poor behaviour choices.
- Taking 'relationships' as a theme in a class PSHE discussion if the bullied child is at ease with this.

Bullying behaviour, or threats of bullying, will always be investigated. Should other incidents occur, or similar incidents persist, the following procedure will be used progressively to address the problem:

1. All cases of alleged bullying will be reported to the Headteacher/ Deputy Headteacher or senior member of staff. A full investigation will be conducted to establish the facts and an accurate picture of events over time.
2. A formal, noted talk with the pupils concerned will be held to address the situation by the children's class teachers and a senior leader. Parents/carers will be notified verbally to allow any queries to be raised.
3. Parents/carers of the pupils involved will be asked to attend a formal meeting at school with the Headteacher and other members of staff as appropriate. An action plan to resolve the situation will be put in place to ensure the impact of the decisions made are effectively monitored.

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4. Support plans will be put in place to support the victim of the bullying and to educate and change the behaviours of those taking part in the bullying.
5. In cases where bullying persists, despite these interventions, this may lead to possible suspension and/or exclusion of the perpetrator.

The desired outcomes of such actions ensure that:

1. The bullying stops.
2. The victim of the bullying feels safe and happy at school and can effectively learn and thrive at West Green.
3. The bully / bullies genuinely apologise to the victim, understand the impact of their behaviour and do not reoffend.
4. If possible, the pupils are reconciled.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Bullying incidents will be recorded and reported to the Governors.

Bullying that takes place outside of school.

Any bullying that takes place outside of school and/or online that is reported to the school will be investigated and dealt with using the same procedures as if it was taking place inside of school.

The Role of Governors

The Governing Body supports the Head Teacher and the Senior Leadership Team in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying in, or related, to the school setting, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Governing Body monitors any incidents of bullying that do occur and regularly reviews the effectiveness of this policy. The Governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the Governors on the effectiveness of school anti-bullying strategies.

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This policy will be reviewed annually.

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