



'A place for growing together and learning to fly.'

Anti- bullying Policy

(Review date: December 2026)

West Monkton are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.

West Monkton CE Primary School

Anti-Bullying Policy

Review Date: December 2026

This policy complies with statutory guidance including:

- Keeping Pupils Safe in Education (KCSIE)
- Equality Act 2010
- Pupils Act 2004
- DfE: *Preventing and Tackling Bullying*

This policy should be read alongside:

- Behaviour Policy
- Safeguarding / Child Protection Policy
- Online Safety Policy

Policy Intent

West Monkton CE Primary School is committed to safeguarding and promoting the welfare of all pupils.

Bullying, including **peer-on-peer abuse**, is not tolerated.

All pupils have the right to feel:

- safe
- secure
- respected

We promote a culture of **kindness, inclusion and respect**.

Roles and Responsibilities

Headteacher

- Overall responsibility for implementation and compliance

Designated Safeguarding Lead (DSL)

- Manages safeguarding concerns
- Determines when bullying becomes peer-on-peer abuse

Senior Leadership Team

- Monitors incidents and patterns
- Ensures consistency

Staff

- Identify, challenge and report bullying
- Record incidents accurately
- Support pupils

Governing Body

- Monitors effectiveness
- Ensures statutory compliance

Definition of Bullying

Bullying is...

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is often motivated by prejudice.’

It may:

- involve a **power imbalance**
- occur **online or face-to-face**
- constitute **peer-on-peer abuse**

Bullying can be, but not limited to:

- **Emotional:** the repeated use of words, actions, or social behaviours to hurt, control, intimidate, or undermine another person's feelings, confidence, or self-worth.
- **Physical:** the repeated use of physical force or harmful actions, such as hitting, pushing, kicking, or damaging someone's belongings, to hurt, intimidate, or control another person.
- **Racist:** the repeated use of words, actions, or behaviours that target, insult, exclude, or intimidate someone because of their race, ethnicity, skin colour, or cultural background.
- **Sexual:** the repeated use of unwanted sexual comments, gestures, jokes, messages, rumours, or actions that make someone feel uncomfortable, embarrassed, intimidated, or unsafe.
- **Homophobic:** is the repeated use of words, actions, or behaviours that target, insult, exclude, or intimidate someone because of their actual or perceived sexual orientation.
- **Disability-related:** bullying that targets a person because of their disability, involving actions such as teasing, exclusion, name-calling, harassment, or physical intimidation related to their disability.

Prejudice-based: bullying that targets someone because of a personal characteristic, such as their race, religion, disability, gender, sexual orientation, or culture, based on negative attitudes, stereotypes, or discrimination.

- **Verbal:** the use of words to hurt, intimidate, or upset someone, such as through name-calling, insults, threats, teasing, or offensive comments.

- **Cyber:** bullying that takes place through digital devices and online platforms, using messages, posts, images, videos, or other electronic communication to harass, threaten, embarrass, or target someone.

Equality and Protected Characteristics

Under the Equality Act 2010, the school actively challenges bullying related to:

- race
- religion or belief
- disability
- sex
- sexual orientation

All incidents are taken extremely seriously.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

There is deliberate intention to hurt or humiliate.

There is a power imbalance that makes it hard for the victim to defend themselves.

It is usually persistent.

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This should be considered, particularly in cases of hate crime related bullying and cyber bullying. If the victim might be in danger, then intervention is urgently required.

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories.’

Why are pupils and young people bullied?

Specific types of bullying include:

- Prejudice crime related bullying of pupils with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- Bullying related to appearance or health
- Bullying of young carers or looked after pupils or otherwise related to home circumstances
- Sexist or sexual bullying

There is no hierarchy of bullying – all forms will be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on pupils acknowledges that it may also persist outside of school, in the local community, on the journey to and from school and may continue into further education.

Signs and Symptoms:

A student may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes in behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Safeguarding and Peer-on-Peer Abuse

Bullying may be a safeguarding concern.

Staff must:

- report concerns **immediately to the DSL**
- follow safeguarding procedures
- recognise when behaviour may be **abusive or harmful**

Prevention

We prevent bullying through:

- PSHE curriculum
- Collective worships and Anti-Bullying Week
- Teaching respectful relationships
- Online safety education
- Staff training
- Positive pupil recognitions
- Deployment of Y6 play leaders
- Support from pupil class councillors

Reporting and Responding

Pupils

Pupils are encouraged to report bullying to a trusted member of staff, a friend or a family member. This is reinforced through PSHE and the school's Christian values, promoting respect and understanding. Pupils can also report concerns via class worry boxes.

Bystanders are expected to report concerns to staff, even if the victim does not. School council members and play leaders are aware that any concerns shared with them must be passed directly to a member of staff.

Staff

All suspected bullying incidents are initially addressed by the staff member they are reported to, usually the class teacher, and then referred to a member of the Senior Leadership Team. Incidents are recorded on CPOMS, and the Headteacher is informed by the Deputy Headteacher. Staff share concerns to ensure effective monitoring, with behaviour records reviewed by the DSL to identify patterns. Lunchtime supervisors report any concerns to the senior lunchtime supervisor for further follow-up.

Parents

Parents are encouraged to share any concerns with a member of staff. In the first instance, they should report it to the class teacher. If they continue to have unresolved concerns, they should report this to the Phase Lead responsible for their child's key stage.

Response Procedures

1. Immediate investigation
2. Support for the victim
3. Clear consequences for the perpetrator
4. Communication with parents/carers
5. Record incident centrally
6. Monitor and follow up

Support for Pupils

Victims

Where appropriate, the school will put in place support for the victim of bullying which may include:

- Pastoral support
- Regular check-ins with key member of staff
- Confidence and resilience building support

Perpetrators

Where appropriate, the school will put in place support for the perpetrator of bullying which may include:

- Behaviour support
- Reflection and education
- Targeted interventions
- Working closely with families

Online Safety and Cyberbullying

- Addressed through the Online Safety Policy
- Pupils are taught responsible use
- Incidents are treated equally seriously

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this shall be recorded centrally using CPOMS. The information stored will be used to ensure individual incidents are followed up. This information will be analysed by the senior leadership team and safeguarding team to look for trends and patterns of behaviour. It will also be used to inform preventative work in school and identify support for those involved. This information will be discussed in weekly phase meetings and reported to governors as part of the annual report. The policy will be reviewed and updated annually.

Monitoring and Review

This policy is reviewed annually and updated in line with statutory guidance. Its effectiveness is evaluated through analysis of pupil voice, staff feedback and behaviour

data. Evaluation and review ensure that the policy remains responsive to changing need while continuing to protect our pupils from bullying. The information collected from monitoring and from any feedback about the policy in practice provide by staff, families, pupils and Governors is used to review and update the school's anti bullying approach. The policy will be re-affirmed each year following staff discussions and relevant comments from other interested parties.

The nominated governor with the responsibility for Safeguarding (which incorporates Behaviour Management and Anti Bullying is **Tom Moore**.

Useful Organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

A learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

A charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

The leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

The UK's safer internet centre

Child line – 0800 1111 – a free service dedicated to children (calls will not show up on bills)

Signed Headteacher:

Print:

Signed Chair of Governors:

Print:

