

Anti-Bullying Policy

West Rise Primary School



WEST RISE

January 2026

Next review: January 2027
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1. Introduction

At West Rise 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 well-being of our pupils. This policy reflects the school's commitment to our Wellbeing First approach, promoting supportive relationships and positive behaviour.

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.

We are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

2. Our Aim

To protect the rights of all children to have a safe and secure learning environment, West Rise Primary School will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn.

We aim to:

- Provide a safe and secure environment with the children's wellbeing at the core of all we do.
- Create a happy atmosphere in which both parents, carers and staff work together for the welfare of the children.
- Encourage children to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their actions.
- Implement strategies to prevent bullying from occurring.
- Ensure everyone is mutually valued and respected regardless of age, gender, race, beliefs, sexual orientation and ability.
- Ensure that children, parents and staff are clear on what constitutes bullying, and are equipped with the correct language and understanding to distinguish this.

This will enable staff to:

- identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- keep all other children safe, happy and confident.

3. Links to Legislation

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities in responding to bullying, as well as criminal and civil law.

These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4. Clarification of terms

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to intentionally hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation (Bullying at school: Bullying - a definition - GOV.UK)

It takes many forms and can include:

- **Physical bullying** - hitting, kicking, pinching or taking another's belongings
- **Verbal bullying** - name calling, put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm
- **Indirect bullying** - rumours or stories, exclusion from a social group, invading privacy, graffiti designed to embarrass, withholding friendship
- **Cyber/Online bullying** - sending nasty phone calls, text messages or emails/chat rooms. Cyber bullying can happen at all times of day and night
- **Bullying by association** - being a complicit bystander in bullying behaviour whereby contributing to a power imbalance

Some forms of bullying are attacks not only on the individual, but also on the group to which the person or child may belong. These protected characteristics are outlined in the Equalities Information and Objectives document.

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

The language used around bullying can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say 'person or child who is being bullied', and instead of 'bully' say 'person or child who is using bullying behaviours'. In this way it is the behaviours and roles that are being labelled, not the children.

Friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour. There are four things that can help identify bullying behaviours over unkind, rude or mean behaviour.

Unbalanced – the person who is using bullying behaviours has more power (older, bigger, stronger, more control or influence)

Targeted

Harmful

Repeated

5. Bullying outside school premises

Headteachers have a specific statutory power (The Education and Inspection Act 2006, 2011) to make sure pupils behave outside of school premises. This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre. Where bullying outside the school is reported to school staff, it will be investigated and acted upon. The Headteacher will consider whether it is appropriate to notify the police or local authority of action taken against the pupil.

6. Strategies for preventing bullying behaviour

Whole school approach

For us at West Rise, our approach to behaviour and any cases of bullying, begins with belonging. Belonging to West Rise includes adhering to a set of agreed rules and a 'way' of being that links to our character traits and to the Rights & Responsibilities charter.

- Issues surrounding friendships and bullying behaviour are taught through the school's PSHE & RSE curriculum using the PSHE Association scheme which is supplemented by other sources.
- The school's computing curriculum directly addresses online bullying and covers the consequences to pupils and others in not communicating appropriately and respectfully online.
- Whole school assemblies are also used to discuss bullying and raise children's awareness of what bullying looks like and how they can respond.
- School councils will provide a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
- Class charters are written, to ensure all children know the expectations related to everyone having the right to feel safe at school. All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying to develop. Staff on playground duty will inform class teachers of any incidents.
- Worries and wonder bags are used in every class for children to communicate any worries with the adults in their classroom.
- Bubble time used in every class for children to identify when they would like to talk to an adult.

- Zones of Regulation is used in each class for children to identify how they are feeling and adults can address any children who require intervention.

7. Responsibilities of staff

- Attend annual safeguarding training
- Keep up to date with any CPD relating to bullying
- Read key policies linked to bullying
- Factually and accurately log incidences using MyConcern

8. Responsibilities of parents

Parents have a responsibility to support the school's Anti-Bullying policy and to actively encourage their child to be a positive member of the school community. Parents should work with the school in the event of an alleged bullying incident and support the school in following the policy.

The school will provide useful information for parents on preventing bullying, safe use of the internet and via our safeguarding newsletters.

9. Allegations of bullying

When an allegation of bullying is made by either a child or parent, school will act in the following way:

1. The allegation will be logged on MyConcern .
2. The investigation will be allocated to a member of the school's SLT.
3. The member of SLT, supported by the class teacher (where appropriate) should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged child who is using bullying behaviours and child who is being bullied, adult witnesses, as well as parents and pupil witnesses if necessary and appropriate and also reviewing Arbor logs.
4. All findings will be recorded on MyConcern and shared with the SLT and Designated Safeguarding Lead
5. The outcome of the investigation will be defined using one of the following terms:
 - Substantiated - there is sufficient evidence to prove the allegation
 - Malicious - there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the child subject of the allegation
 - False - there is sufficient evidence to disprove the allegation
 - Unsubstantiated - there is insufficient evidence to either prove or disprove the allegation.
 - Unfounded - to reflect cases where there is no evidence or proper basis which supports the allegation being made.
6. The parents of the person or child being bullied will always be informed of the outcome of an investigation.
7. If bullying is found to be substantiated or malicious the parents of the child showing bullying behaviours will be informed.
 - The outcome and any actions will be logged on MyConcern.

When the member of the senior leadership team and/ class teacher discuss the incident(s) with the pupils involved this will be done in an empathetic and non-judgemental manner.

Regardless of the outcome of the investigation into any alleged bullying, staff will continue to support all children involved with their social and emotional needs.

Where a pupil or group of pupils deny involvement in bullying behaviour the pupils concerned will be observed and monitored. The pupil being bullied may be asked to record and report any incidents which cause them concern.

The school will take into account their responsibilities under the Equalities Act 2010 to consider any SEN of the child(ren) involved in the bullying incident.

10. When Bullying is known to have happened or be ongoing

Following the above actions and investigations the incident(s) will be followed in line with the schools Behaviour Policy as appropriate. These might include:

- Records kept on MyConcern
- Official warnings to cease offending or withdrawal of certain school privileges
- Exclusion from certain areas of the school premises
- Involvement of the police and other local services
- Fixed term suspension
- Permanent exclusion
- Specific elements of the PSHE & RSE (and online safety) curriculum will be revisited

Support will be provided for all children involved.

Although we always take incidents of bullying extremely seriously, it is essential that we acknowledge that the children in our school are apprentice adults - adults in the making, and that all behaviours are forms of communication. It is our job as adults to allow children to make mistakes and to support them to learn from them.