



Westbourne Primary School

Anti-Bullying Policy

This policy is written with reference to *Preventing and Tackling Bullying*, DfE 2017, and is linked with our Behaviour Policy, Online Safety Policy and Safeguarding & Child Protection Policy Procedures.

Internally reviewed – September 2026

To be reviewed in October 2027

Westbourne Primary believes that all pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. We believe that all aspects of bullying behaviour must be addressed.

What is bullying?

Bullying is the repeated use of force, threat or coercion to abuse, intimidate, or aggressively impose domination over others.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Bullying can occur through several types of anti-social behaviour. It can be:

- **PHYSICAL** – A child can be physically punched, kicked, hit, spat at, or any use of violence;
- **VERBAL** – a child can be called names or can be subject to teasing, rumours-spreading or sarcasm. It may be directed towards gender, sexual orientation, ethnic origin, religion, physical / social disability, health condition, special educational needs, family or personality.
- **EMOTIONAL** – a child can be bullied by being excluded from discussions/activities with those they believe to be their friends.
- **DAMAGE TO PROPERTY OR THEFT** – pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.
- **CYBER-BULLYING** – Pupils may receive threats or verbal abuse through the use of information and communication technologies, e.g., social network sites, mobile phones, inappropriate use of Generative AI (Artificial Intelligence).

Bullying is not:

It is important to understand that bullying is not falling out with friends on the odd occasion. Children are naturally sociable; it is vital for them to select and build friendships. The forming of and breakdown of friendships is an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If, as adults, we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills. Occasionally situations go beyond broken friendships or minor differences and, on these occasions, adult intervention is necessary. **Bullying is defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.**

What we do at Westbourne to minimise bullying:

- We use our curriculum and appropriate opportunities to discuss aspects of bullying and the right way to behave towards each other, e.g., through PSHCE curriculum (Jigsaw), Online Safety curriculum, assemblies, themed days through the year, ELSA sessions, Friendship club;

- We promote our Mission Statement through our 'School Council's Best Behaviours';
- We encourage pupils to treat everyone with respect;
- Playtimes are well supervised by members of staff;
- A senior member of staff is always on duty at lunchtimes;
- Pupils can approach and talk to any member of staff if they are worried;
- We deal quickly, firmly and fairly with any complaints, involving parents where necessary;
- We treat bullying as a serious offence, listening to each case.

Action to be taken when bullying is suspected:

If bullying is suspected or reported, we talk to the individuals involved. If any degree of bullying is identified, appropriate support will be given to both the victim and the bully. It will also fall into the 'stage 4' level identified within the school's behaviour policy (see below) and dealt with accordingly:

Stage 4: Repeated Stage 3 incidents/Serious individual incidents and Child on Child abuse

Examples:

- Repetition of any stage 3 behaviour or prolonged stage 1 or 2 behaviours
- Racism (recorded separately on Racist Incident Log)
- Online safety incident (recorded separately on Online Safety Log)
- Aggressive behaviour towards each other/violence/fighting (may be exceptions for self-defence)
- Repeated swearing incidents
- Threatening another child
- **Child-on-Child Abuse:** bullying (including cyberbullying, prejudice-based and discriminatory bullying); physical abuse e.g. hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual harassment, sexual violence or misogynistic language (such as sexual comments, homophobic comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse),
- **Sexual violence/harassment:** Child-on-child abuse should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" which can lead to a culture of unacceptable behaviours and an unsafe environment for children. We recognise that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously. It is important incidents of this nature are captured and recorded in the child's own words and shared immediately with a DSL.
- Abuse, physical violence or threats towards staff/serious challenges to authority

Consequence: Logged on child's ABC, 'Child-on-Child abuse' incidents added to school log; parents informed and meeting arranged if necessary. Member of SLT (Mr Miracapillo, Mrs Fulton, Miss Woodward) to be informed and appropriate further action taken as necessary. The most serious incidents could lead to one or more of the following:

- Behaviour Support Plan;
- Removal from the classroom for period of time;
- Internal Suspension
- Fixed-Term External Suspension
- Referral to 'Vulnerable Pupil Panel'
- Reduced peer contact, e.g. reduced timetable
- Permanent exclusion.

In some cases, safeguarding action may be needed to protect children and learners from examples of bullying as highlighted in our Safeguarding and Child Protection Policy and Procedures 2026-27.

ADVICE FOR PARENTS

How can you help your child if you feel they are being bullied?

- If you are concerned for your child, inform the school immediately. You should speak to their class teacher in the first instance;

- Encourage your child to speak to a member of staff any time they feel threatened;
- Advise your child not to retaliate; it will make things worse;
- Reassure your child that the school is doing everything to make them safe;
- Encourage your child to ask for help at any time.

Your concern will be taken seriously and appropriate action will follow. Bullying incidents are recorded (GDPR compliant) and issues should be discussed with the teacher in the first instance. Should it not be satisfactorily resolved, it will be escalated to the Phase Leader, then Deputy Headteacher, and finally the Headteacher.