



## **WESTFIELD PRIMARY SCHOOL AND NURSERY Anti-Bullying (Child on Child Abuse) Policy**

**Date Ratified: October 2024**

**Reviewed by: FGB**

**Date for Review: October 2025**

## Statement of Intent

Everyone at Westfield Primary School has the right to feel welcome, secure, happy and safe. We are committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents/carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded on CPOMS (software used in school to log and monitor wellbeing concerns regarding pupils). All staff will be informed so that close monitoring of the victim and bully can begin. Parents/carers of both parties will be informed.

All staff at Westfield Primary School are aware that children can abuse other children and that it can happen both inside and outside of school and online. All staff are clear about the school's policy and procedures with regard to bullying and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff understand that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported.

As such it is important if staff have any concerns regarding bullying/child-on-child abuse they should speak to their Designated Safeguarding Lead DSL (or Deputy DSL). We recognise that it is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

## What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Westfield Primary School, our definition of bullying is:

**"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"**



## Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying. In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBTQ pupils and those perceived to be LGBTQ.

### **Types of bullying behaviour**

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

### **Preventing Bullying**

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using assemblies and Personal, Social, Health and Economic (PSHE) lessons to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents/carers understand.
- Providing a developmentally appropriate PSHE and Relationships and Sex Education (RSE) curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe. We use the JIGSAW programme to teach this in an age appropriate way.
- Secure the safety of the target of bullying.
- Take actions to stop the bullying from happening again.
- Whole school learning - reflection on what we have learnt.
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.

- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences. Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, emotional regulation and Protective behaviour.
- Ensuring playground and lunchtime staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Ensuring victims, perpetrators and any other child affected by child-on-child abuse will be supported (see Appendix A)
- Developing robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Having relevant policies in place:
  - Child Protection Policy
  - Behaviour Policy
  - Online Safety policy
  - All staff and Governors have read KCSIE (Keeping children safe in education) 2024

### **Reporting bullying**

In our school, pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Peer mentors or buddies

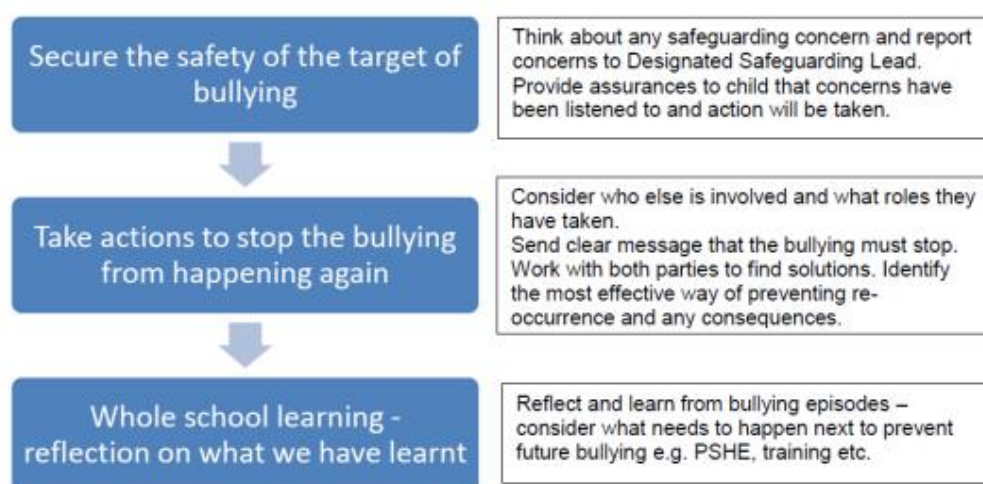
Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

## Responding to Bullying



We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

### Procedures for parents/carers:

- If a parent/carer has any concerns about their child they should speak to the class teacher immediately. If a parent/carer thinks bullying is the issue, the matter will be referred to the ~~headteacher~~Headteacher. The ~~headteacher~~Headteacher is always informed of any bullying concerns at Westfield and monitors the situation carefully.
- If a parent/carer feels unable to talk to the class teacher, they can make an appointment to speak directly with the ~~Headteacher~~Headteacher.
- The school will work with both the child and the parents/carers to ensure that any bullying is stopped and that support is given where needed.
- Parents/carers should not confront the bully or their parents/carers. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents/carers directly. Parents/carers will be kept informed of any actions the school is taking.
- If parents/carers feel that their concern has not been dealt with appropriately they should follow the schools complaints policy. All members of the school community, including pupils, staff, parents/carers and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.



## Appendix A

<b>Step 1</b>	<p>Child shares with a trusted member of staff that they are subject to one or many of the inappropriate behaviours listed above.</p> <p>A member of staff notices child on child abuse</p> <p><b>Records incident/conversation of CPOMS</b></p>
<b>Step 2</b>	<p>Member of staff speaks to DSL or DDSL</p> <p><b>Conversation is recorded on CPOMS</b></p>
<b>Step 3</b>	<p>DSL, usually the <del>Headteacher</del><u>Headteacher</u>, speaks with the children involved separately and explains that they will be contacting their parents</p> <p><b>Conversation is recorded on CPOMS</b></p>
<b>Step 4</b>	<p>DSL speaks with both sets of parents and reassures them that both children will be supported in school</p> <p>Actions may be taken at this point such as:</p> <ul style="list-style-type: none"> <li>- staggered lunch breaks, rearranged seating in the classroom</li> <li>- DSL speaks to all staff involved to be vigilant and note any concerning behaviour</li> <li>- Additional monitoring on the playground/in class</li> <li>- Constant check ins with children</li> <li>- Consults relevant policies</li> <li>- Completes risk management plan</li> <li>- Informs the Governing body</li> <li>-</li> </ul> <p><b>Conversation and actions are recorded on CPOMS</b></p>
<b>Step 5</b>	<p>DSL reviews situation and any associated actions, speaks with parents</p> <p>Consults relevant policies for next steps if required such as exclusion</p> <p>Monitoring and checks ins to continue</p> <p><b>Actions recorded on CPOMS</b></p>