Anti-bullying Policy

VISION:

Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.

Written by	Jo Knapp (adapted by Sarah Baldwin for West Park)
Date for Review	November 2026
Signed: Chair of Trustees	(Sue Trentini)

Introduction

At The West Park Academy, we aim to provide an environment where children feel valued and safe and where their well-being is prioritised. We believe that this is essential in enabling children to learn and develop. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity.

At The West Park Academy we recognise that we also have a responsibility to understand the community we serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and child-on-child abuse, working with families and outside agencies where appropriate.

We expect children to act safely and feel safe in school and will work to ensure that this is the case. We will also ensure that children understand the issues relating to the different forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- though regular agenda items at staff meetings
- Children and young people – (pupils contribute to the development of the policy through the school council, circle time discussions etc. The school council will develop a student friendly version to be displayed.
- Other partners- (visiting external providers in school- TECT team)

This policy is available

- Online at www.westparkacaademy.co.uk
- From the school office
- Child friendly versions are on display

Roles and responsibilities

The Principal – Has overall responsibility for the policy and its implementation and liaising with the Trustees, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Designated Safeguarding Lead in our school is Sarah Baldwin

Safeguarding is the responsibility of all, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Anti–bullying Coordinator(s) in our school are/is: - Sarah Baldwin

Their responsibilities are: -

- Policy development and review involving pupils, staff, trustees, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents

- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Trustee with the responsibility for Anti- bullying (Behaviour) is: - Sue Trentini

Definition of Bullying

The repetitive, intentional hurting (physically, psychologically or emotionally) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

Behaviour often associated with bullying

Baiting

To 'bait' someone is to intentionally make a person angry by saying or doing things to annoy them.

Baiting is a provocative act used to solicit an angry, aggressive or emotional response from another individual

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Child on Child Abuse

This can include but is not limited to: -

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

(See Child on Child Abuse Policy for full details)

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment. Again, this needs to be considered by cross referencing with the Child on Child Abuse Policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally 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 possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and Child on Child Abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

What does bullying look like?

Bullying behavior can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalisation.

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'.

Pupils at The West Park Academy consider the following to be bullying behaviours:
"Bullying is when a group or individual regularly goes out of their way to make you feel bad (e.g. daily or whenever the opportunity arises e.g. twice a week when a particular pupil stays for lunch). It's not bullying if someone loses their temper, you have a fall out or it only happens once."
"Bullying is using power in the wrong way."
"Bullying is when someone constantly hurts you physically or emotionally."

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender

- sexual orientation

These are called 'protected characteristics'
As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even those that are "one off" incidents.

Other vulnerable groups include

- young carers looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help.

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

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudice /hate messages

- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking
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We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Reporting and responding to bullying

Our school has clear and well-publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

How to report bullying in our academies

Our academy has clear and well publicised systems to report bullying; this includes those who are the targets of bullying or have witnessed bullying behaviour (bystanders). Stakeholders should report bullying in the following ways:

Pupils – Pupils know that they can report bullying to any member of staff at the academy. All members of staff know that this should then be reported to the class teacher immediately. Pupils are aware who the Anti-bullying lead is.

Parents – Parents should contact the school office by telephone and ask to speak to their child's class teacher about a possible incidence of bullying. We advise parents not to speak about potential bullying incidents to teachers on the playground to ensure that other children are not discussed in a public area.

Teaching Staff – Staff in school should report bullying concerns to the child's class teacher. This should be done via CPOMs. They should also ensure speak to the teacher on the day they have been made aware of the concerns.

Visitors – Posters are displayed in each academy identifying the Anti-bullying lead. The poster informs the visitor that the Anti-bullying lead is the first point of contact if they have bullying concerns. They should use the Appendix 1 for reporting bullying concerns or Appendix 2 for concerns around protected characteristics. These forms are available in the school office. When they have been completed, they should be handed to the Anti-bullying lead.

The following elements of best practice will always inform our response (see procedures below)

- Interviewing all parties including target, bully and all others involved (it is crucial to establish the specific details: location, time, chronology of events, who was present and level of involvement/ role, duration etc)
- Informing parents/carers
- Consider the context of individual cases including any protected characteristics for target and alleged bully and how this may influence any actions taken
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up all reported incidents, keeping in touch with the person who reported the situation and parents/carers to check the effectiveness of actions and reassess if necessary.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions

- Having a range of follow- up responses and support, appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, bystanders and others affected by the bullying, referral to outside agencies if appropriate
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime
- Liaise with the DSL if there are any safeguarding issues to consider- who may refer on to the MASH
- Liaise with the lead for young cares and looked after children where appropriate
- Refer to the Nottinghamshire County Council Pathways to Provision and complete an EHAF if appropriate

Responding to bullying concerns procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follows the same procedures.

Stage 1 - Allegations of bullying are investigated by the class teacher. All information is passed to the class teacher via CPOMs, if it was reported to a different member of staff. The class teacher should always seek the views and feelings of the child (target). The class teacher records his or her investigation and actions through the CPOMS system so that there is a written account ensuring that he/ she records the type of incident and details of what happened, any actions taken and details of any pupils involved and the nature of their involvement -target, ringleader, associate, bystander. The class teacher must also assign the incident to the Anti-bullying lead and DSL on CPOMs.

This stage may be bypassed by the Principal, Vice Principal or Assistant Principal if the incident being reported clearly requires urgent intervention.

Stage 2 - Class Teacher must follow up on actions recorded initially. Teacher and Anti-bullying lead should then liaise about further actions. If all parties (Class Teacher, Anti-bullying lead, parent and child) feel that the incident has been resolved, it can then be closed as an incident on CPOMs.

Stage 3 - If the incident has not been resolved, the Anti-bullying lead should set up a meeting or phone call with the parent. The Anti-bullying lead should record details of the meeting (not verbatim minutes) on CPOMS with actions that have been agreed with the parent. These actions should be rigorous as the situation was not resolved during Stage 1 with Class Teacher. The

Anti-bullying lead should also seek the views and feelings of the child (target). N.B. Actions should be implemented with urgency to minimise the possibility of further occurrences of the bullying behaviour. The Anti-bullying lead will then set up a follow up meeting/phone call with the parent and record this as an action on CPOMs as above. This meeting/phone call should take place within the following 7 day period. The Anti-bullying lead must report this stage of the process to SLT.

Stage 4 - The Anti-bullying lead should complete the actions outlined during the Stage 3 meeting with the parent. The meeting/phone call with parent should then take place to discuss findings. A joint decision will be made between parent, child and Anti-bullying lead as to whether this matter can be considered closed. If the matter can be **closed,** the Anti-bullying lead should contact the parent within 14 days to check that the situation has been resolved. The Anti-bullying lead should also talk to the target and check how they are feeling and whether they are happy with the situation. The senior leadership of the academy will be kept informed.

Stage 5 - If the matter is not considered closed, the Anti-bullying lead should repeat Stage 3. In addition to this, the Principal or Vice Principal should then investigate the bullying accusations alongside the Anti-bullying lead ensuring strong open communications with parents/ carers are maintained.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be recorded on CPOMs and monitored by the Anti-bullying coordinator.

Prejudice related bullying/incidents should no longer be reported to the local authority. However, it is important that schools still record these for their own information and to inform planning of interventions.

Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings (Staff briefings/ staff meeting agenda items/Curriculum planning)

This information will be stored in accordance with GPDR

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at The West Park Academy have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- Anti-Bullying week annually in November and Safer Internet Day in February
- RSHE/PSHE/Citizenship lessons, drop down days and cross curriculum themes including work on challenging prejudice- related language and behaviour and challenging unconscious bias
- Celebration events
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Student voice, school council
- Peer mentoring schemes and/or Playground Buddying and other student lead initiatives
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society

Reactive programmes for vulnerable groups or groups involved in bullying.

- Restorative Justice
- Counselling and/or Mediation schemes
- Small group work Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

Support for parents/carers

- Parent information events/ information-on the school website

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour
- Staff training around curriculum delivery of PSHE related curriculum areas
- Anti-bullying Alliance online training modules for all staff

Links with other policies

Policy	**Why**
Child on Child Abuse Policy	Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection and Contextualised Safeguarding
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability) Protected Characteristics
Confidentiality Policy	Reporting and recording
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response