Anti-Bullying Policy

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    Appendix 1 – Anti-Bullying Policy for Pupils

Member of staff responsible for this policy in consultation with staff and governors: Jo Redman

Governing Body Committee responsible for review: Children & Learning

Date of next review: Spring 2029

Ratified by Governing Body: Spring 2026

1. Introduction

Everyone at Westfields Infant School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their full potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos. This policy is based on the Department for Education (DfE) guidance "Preventing and Tackling Bullying" (July 2017) and supporting documents, and it takes into account the statutory guidance **"**Keeping Children Safe in Education" (KCSIE) – in force from September 2025. We also have regard to Childnet's "Cyberbullying: Understand, Prevent and Respond – Guidance for Schools." As an infant school that includes children in the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1)**,** we also align with the EYFS Statutory Framework and use Development Matters as non-statutory curriculum guidance to promote personal, social and emotional development and safe, respectful behaviour.Where bullying occurs the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding and help build an anti-bullying ethos in the school. This document outlines how we make this possible at our school.

2. Aims and Objectives

- This policy outlines what Westfields Infant School as part of the Westfields Federation will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of different members of our school community.
- Westfields Infant School is committed to maintaining and evolving an anti-bullying culture where bullying of anyone (adults, children or young people) is not tolerated in any form.

3. Links with other school policies and legislation

This policy links with several school policies, practices and action plans including: Behaviour Policy, Complaints Policy, Child Protection & Safeguarding Policy, Confidentiality Policy, Online Safety / Acceptable Use Policies, and Curriculum policies**,** such as PSED (EYFS), PSHE and Computing**.**

In addition to our internal policies and procedures, legislation sets out measures and actions for schools in response to bullying, as well as relevant criminal and civil law. This includes (but is not limited to):

- The Education and Inspections Act 2006
- The Equality Act 2010
- The Children Act 2004
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

These statutory references reflect the DfE's bullying guidance and KCSIE, which inform school duties and powers. [Preventing Bullying DfE] [KCSIE]. For EYFS provision (Reception), safeguarding and welfare requirements are further set out in the EYFS Statutory Framework**.** [EYFS Stat Framework]

4. Responsibilities

- ➢ **Executive Headteacher:** It is the responsibility of the Executive Headteacher, under the School Standards and Framework Act, to implement this policy consistently across the school and to report on its effectiveness via the Executive Headteacher's Report to Governors. The Executive Headteacher must also ensure the health, safety and welfare of all children. Following an incident, if necessary and appropriate, the Executive Headteacher (or member of SLT in her absence) will consult the Local Authority Designated Officer (LADO) and/or police. In serious cases, suspension or exclusion may be considered, in line with statutory guidance, and notified to the pupil's parents. (See also KCSIE and our Behaviour Policy.)
- ➢ **Governors:** The Governing Body has a responsibility to take a lead role in monitoring and reviewing the effectiveness of this policy.
- ➢ **All Staff** (including governors, leadership, teaching and non-teaching staff): Every member of staff is responsible for fully supporting, upholding and implementing this policy. Given our pupils' young age, staff will use developmentally appropriate, proactive approaches to help children prevent and cope with unkind behaviour and bullying, including:
  - Whole-class and small-group circle times, role play with puppets, stories and simple restorative scripts with visuals;
  - Visual behaviour prompts**,** class charters and our Golden Rules are displayed;
  - Emotion coaching and check-ins (e.g., mood meters/feelings faces);
  - EYFS key person and KS1 class routines which create predictable, safe environments;
  - Structured pastoral interventions (e.g., ELSA and FSW, where appropriate).

All staff must watch for early signs of distress (e.g., reluctance to attend, changes in behaviour, tearfulness, changes in play or friendships) and investigate promptly. If incidents occur outside school but are reported to staff, the school will liaise with parents/family members to offer advice and support and take appropriate steps where school actions are required (including where online issues affect school life). (See KCSIE duties to protect children from harm inside or outside school, including online.)

When an incident is reported, staff will:

- respond promptly and offer the child who has been hurt immediate support;

- inform a senior member of staff for advice and next steps;
- listen to and speak with all involved (including witnesses) using age-appropriate methods (pictures, puppets, sentence starters);
- prepare a simple, agreed account of events;
- make clear which behaviours are unacceptable and which rights/responsibilities were not met;
- support a restorative response (e.g., saying sorry, helping to repair/put right, supported play at next break);
- apply proportionate consequences in line with the Behaviour Policy;
- inform parents/carers of both parties and agree follow-up;
- record incidents in the school's system (saved in TRP: Behaviour: Bullying Incidents on the school network).

In more serious cases the Assistant Headteacher, Federation Deputy Headteacher or Executive Headteacher will be involved.

Parents: Parents are expected to work in partnership with the school and sign the Home-School Partnership Agreement at admission. Parents are expected to support reasonable sanctions. Concerns should be raised first with the class teacher; if unresolved, with the Team Leader, Federation Deputy Headteacher, Assistant Headteacher or Executive Headteacher. If the matter remains unresolved, the Complaints Policy applies. We ask parents to inform us promptly of any bullying concerns and to work with us to improve the situation.

Pupils: All pupils must follow this policy. We aim to be a TELLING school - anyone who knows bullying is happening should tell an adult as soon as possible. Children may share concerns by: talking with their class adult/key person or another trusted adult; using a "worry box/monster"; or during circle time. Pupil voice may also be shared via monitoring activities and the School Council (EYFS/KS1), with adult facilitation.

5. Definition of bullying

Bullying is "behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group physically or emotionally." Bullying may involve an imbalance of power. [preventing and tackling bullying 2017]
Bullying can include:
- **Physical** – pushing, hitting, kicking, pinching; taking or damaging belongings.
- **Verbal** – name-calling, taunting, mocking, offensive comments.
- **Indirect** – spreading unkind rumours, deliberate exclusion, hiding belongings, graffiti.
- **Cyberbullying** – unkind or harmful messages, images or videos sent or shared online (e.g., via messaging apps, gaming or social media).

Bullying is recognised as a form of **child-on-child abuse** and can have severe effects on children's development and wellbeing; schools must respond in line with safeguarding duties.

Staff will be alert to the fact that very young children (and vulnerable pupils) may struggle to describe what has happened or how they feel. Staff will use observations, play-based conversations and developmentally appropriate tools (visuals, puppets, social stories) to identify concerns.
Not all deliberately hurtful incidents meet the definition of bullying. Single incidents or conflict between peers will be addressed through our Behaviour and Anti-Bullying procedures to determine whether bullying is present and whether any pattern is repeated or escalating.

6. Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying, including:
- Bullying related to physical appearance**;**
- Bullying of young carers, children in care or otherwise related to home/family circumstances;
- Bullying related to physical or mental health;
- Physical and emotional bullying;
- Bullying via technology (cyberbullying);
- Prejudicial bullying (protected characteristics) including race, religion or belief**;** ethnicity, nationality or culture**;** SEND**;** sex, sexual orientation and gender reassignment (recognising that age-appropriate safeguarding responses are required in primary settings);
- Bullying related to a child's family (e.g., parental pregnancy/maternity, same-sex parents).

7. School ethos

Westfields Infant School recognises that bullying, if left unaddressed, can create a barrier to learning and have serious consequences for mental wellbeing. Preventing and tackling bullying helps create a safe, nurturing and disciplined environment where children can learn and thrive.

Our Community:
- Monitors and reviews anti-bullying policy and practice regularly;
- Supports staff to promote positive relationships to prevent bullying;
- Recognises increased vulnerability for some pupils (e.g., SEND) and provides appropriate support;
- Intervenes promptly and appropriately to tackle bullying;
- Ensures pupils know concerns will be handled sensitively and effectively;
- Expects everyone to uphold the policy;
- Works in partnership with parents/families and keeps them informed;

- Will address complaints in line with the Complaints Policy;
- Learns from good practice and uses Local Authority/partner support as appropriate.

8. Responding to bullying
When dealing with any reported bullying:
- The member of staff approached (or who witnesses the concern) acts immediately;
- We provide appropriate support for the child who has been hurt and involve them in decisions;
- A senior leader (Executive Headteacher/DSL or a member of SLT) will interview all parties;
- The DSL is informed of bullying issues where there are safeguarding concerns (recorded on CPOMS and in person), and relevant staff are briefed;
- Parents are kept informed, in line with safeguarding and confidentiality policies;
- Sanctions and support are implemented in consultation with all parties, in line with the Behaviour Policy;
- Where necessary, other agencies may be involved (e.g., police where a potential offence has been committed; Early Help/Children's Social Care if a child is at risk of significant harm);
- Bullying off-site or out of hours (including online) will be fully investigated and appropriate in-school action and support provided;
- A clear record of the incident, decisions and actions is kept; data is reported termly to governors via the Executive Headteacher's report.

Cyberbullying
Westfields Infant School will draw on DfE guidance (Preventing Bullying) on cyberbullying, and Searching, Screening and Confiscation [S,S and C], and on resources from the UK Safer Internet Centre, StaySafe and Childnet [childnet.com]. We recognise that infant pupils rarely bring personal devices to school; incidents are more likely to originate at home or through older siblings' devices, but can still impact school life.,
When responding to cyberbullying, we will:
- Act as soon as an incident is reported or identified;
- Support the child affected and work with those responsible to ensure it does not happen again;
- Encourage families to keep evidence (e.g., screenshots);
- Take steps to identify those responsible where possible;
- Work with families and online service providers to prevent spread and remove content;
- Confiscate/search electronic devices only where lawful and proportionate, in line with DfE guidance and our policy (including smart watches if applicable);
- Apply sanctions and provide education/support to change behaviour;
- Inform police if a criminal offence may have been committed;

Provide children and parents with age-appropriate online safety advice, aligned to (e.g., knowing what to do if something online worries them, telling a trusted adult, using block/report features). [gov.uk].

Supporting pupils
Children who have been bullied will be supported by:
- Reassurance and ongoing pastoral care (teaching staff and ELSA/FSW/external agencies where appropriate);
- Immediate opportunities to talk with their class adult/key person, the DSL or a chosen familiar adult;
- Help to name feelings and record what happened (pictures/word banks), and to build resilience and protective strategies;
- Work to restore self-esteem and confidence;
- Ongoing support, including engagement with parents/carers;
- Referrals to Early Help or CYPMHS if needed (in line with DfE guidance and KCSIE)

Children who have perpetrated bullying will be helped by:
- Discussing what happened and why behaviour must change;
- Informing parents/carers and working in partnership;
- Providing appropriate education and support (social stories, coaching, targeted interventions);
- Removing/asking to remove online content if relevant;
- Applying proportionate sanctions (e.g., supported/structured play, loss of part of choosing time, adjusted privileges; in serious cases, suspension/exclusion in line with policy and law);
- Involving wider agencies if necessary (Police, Early Help, Children's Services, CYPMHS).

Supporting adults
Bullying of adults (staff or parents), whether by pupils, parents or other adults, is unacceptable. Adults affected will be supported through discussion with the DSL/senior staff/Executive Headteacher, advice on evidence, proportionate action for off-site/online incidents, reporting to platforms/police as required, and access to specialist guidance. Disciplinary, civil or legal action will be taken where appropriate.

9. Preventing bullying
Environment
Our whole community will:
- Create and support an inclusive environment promoting mutual respect (Respect Charter, Home-School Agreement), care and kindness;
- Recognise that child-on-child abuse can occur at primary age and take steps to prevent it;

- Recognise that pupils with SEN, disabilities or that our vulnerable may be disproportionately impacted and provide additional support;
- Openly discuss differences (in age-appropriate ways) including family situations, religion, ethnicity, disability, gender, and appearance;
- Challenge language and behaviour (including "banter") that conflict with our values;
- Encourage positive and responsible use of technology (focused on parent partnership at this age);
- Work with staff, the community and outside agencies to prevent prejudice-driven bullying;
- Create safe spaces (quiet areas, nurture groups, calm corners);
- Celebrate success and achievements.

Policy and Support
We will:
- Provide multiple ways for pupils, staff and parents to raise concerns (face-to-face, worry monsters, email/phone);
- Update practice in line with technology developments and provide up-to-date online safety education for staff, pupils and parents (e.g., workshops, newsletters);
- Take appropriate, proportionate action for any bullying brought to our attention, including off-site/online incidents that impact the child at school;
- Implement proportionate disciplinary sanctions;
- Use a variety of restorative/relational techniques to resolve issues.

Education and Training
We will:
- Train all staff (including admin, lunchtime and site staff) to identify and respond to all forms of bullying, and to record and report appropriately;
- Embed anti-bullying through the curriculum and wider life of the school (assemblies, displays, pupil voice, peer support, extended curriculum, school council);
- Collaborate with local settings at transition (Nursery → Reception; Y2 → Y3) to maintain safe, consistent approaches;
- Keep anti-bullying high profile throughout the year (e.g., Friendship Week);
- Provide systematic opportunities to develop social and emotional skills, resilience and self-esteem.

10. Involvement of pupils
We will:
- Involve pupils in policy understanding and classroom rules through child-friendly visuals and co-constructed class charters;
- Regularly gather pupil voice (talking groups, drawings), including the extent and nature of unkind behaviour/bullying;
- Ensure pupils know how to express worries;
- Explain the range of sanctions in child-friendly terms;
- Involve pupils in anti-bullying campaigns and embed messages across the curriculum;
- Publicise internal and external help in parent-friendly ways and through age-appropriate displays;
- Offer support to both children who have been bullied and those who have displayed bullying behaviours.

11. Involvement and liaison with parents and families
We will:
- Involve parents/families in developing and reviewing policies and procedures to ensure they are aware that the school does not tolerate any form of bullying;
- Make key information (policies, named contacts) available in multiple formats, including the school website;
- Ensure all parents know who to contact and where to find independent advice;
- Work with families and the community to address issues beyond the school gates that give rise to bullying;
- Encourage parents to role-model positive behaviour online and offline;
- Ensure all parents know how to use the Complaints Procedure appropriately.

12. Monitoring and review: putting policy into practice
We will regularly monitor and evaluate mechanisms to ensure the policy is applied consistently.
- Any issues identified will feed into school action planning;
- The Executive Headteacher will be informed of concerns as appropriate;
- The **Safeguarding Governor(s)** will receive regular reports on incidents and outcomes.

13. Useful links and supporting organisations (For staff and parents)
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk

- NSPCC: www.nspcc.org.uk/
- The BIG Award: www.bullyinginterventiongroup.co.uk
- PSHE Association: https://pshe-association.org.uk/
- Restorative Justice Council: https://restorativejustice.org.uk/
- The Diana Award: www.diana-award.org.uk
- Victim Support: https://www.victimsupport.org.uk/
- Young Minds: https://www.youngminds.org.uk/
- Young Carers: www.youngcarers.net

SEND
- Changing Faces: www.changingfaces.org.uk/
- Mencap: /www.mencap.org.uk/
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/online-bullying-and-sendisability
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying
- Childnet: www.childnet.com/
- Internet Watch Foundation: www.iwf.org.uk/
- Think U Know: www.thinkuknow.co.uk/
- UK Safer Internet Centre: www.saferinternet.org.uk/
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for Executive Headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- Stay Safe Initiative: https://thestaysafeinitiative.org.uk/

Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk/
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk/
- Stop Hate: www.stophateuk.org/
- Tell Mama: www.tellmamauk.org/
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.theredcard.org/educational

LGBT+
- Barnardo's LGBT+ Hub: www.barnardos.org.uk/what-we-do/supporting-young-people/lgbtq
- Metro Charity: www.metrocentreonline.org/
- EACH: www.each.education/
- Proud Trust: www.theproudtrust.org/
- Schools Out: www.schools-out.org.uk/
- Stonewall: www.stonewall.org.uk/

Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk/wp-content/uploads/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/preventing-sexual-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://anti-

bullyingalliance.org.uk/sites/default/files/uploads/attachments/Sexual%20bullying%20-%20anti-bullying%20guidance%20for%20teachers%20and%20other%20professionals.pdf

Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying

Anti-bullying Policy for Pupils

Westfields Infant School

S everal
T imes
O n
P urpose

What is BULLYING?
This could be name calling, physical hurting, saying unkind words and hurtful stories or leaving a person out.

NO BULLY ZONE

BULLYING IS NOT...a one off argument, a fight or a spiteful comment.

All adults in school promise to...

➢ Help

➢ Listen

➢ Care

➢ Find out

➢ Tell your parents

➢ Stop the bullying

BULLY

YOU CAN (& SHOULD!)...
✓ walk away
✓ tell the bully to stop
✓ tell a grown up straight away
✓ use your Worry Monster
✓ Keep speaking up until someone does something ...