

Anti-Bullying Policy



Westbury House School

May 2025

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1 Aims

- 1.1 This is the anti-bullying policy of Westbury House School.
- 1.2 The aims of this policy are:
 - 1.2.1 to actively promote and safeguard the welfare of pupils at the School
 - 1.2.2 to maintain and drive a positive and supportive culture among all pupils and staff throughout the School
 - 1.2.3 to celebrate differences and promote a strong sense of belonging within the School with specific reference to the 9 Protected Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) and special educational needs
 - 1.2.4 to prevent bullying (with specific reference to prejudice-based and discriminatory bullying), detect it when it occurs, and respond to it appropriately on a case-by-case basis (see also Online Safety)
 - 1.2.5 to provide procedures to follow to disclose, monitor, react to and record bullying, and to enable patterns to be identified

2 Scope and application

- 2.1 This policy applies to the whole School including the Early Years Foundation Stage (EYFS).
- 2.2 This policy applies at all times when the pupil is:
 - 2.2.1 in or at School
 - 2.2.2 representing the School or wearing School uniform
 - 2.2.3 travelling to or from School
 - 2.2.4 on School-organised trips
 - 2.2.5 associated with the School at any time
 - 2.2.6 in the care of the School or not and the School becomes aware of an incident of bullying.
- 2.3 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:
 - 2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public
 - 2.3.2 have repercussions for the orderly running of the School; or
 - 2.3.3 bring the School into disrepute.

3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014

- 3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, December 2023)
- 3.1.3 Education and Skills Act 2008
- 3.1.4 Childcare Act 2006
- 3.1.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
- 3.1.6 Equality Act 2010.
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, July 2017)
 - 3.2.2 Cyberbullying: advice for headteachers and school staff (DfE, November 2014)
 - 3.2.3 Working together to safeguard children (HM Government, December 2023)(WTSC)
 - 3.2.4 Keeping children safe in education (**KCSIE**) (DfE, September 2024); and
 - 3.2.5 Searching, screening and confiscation: advice for schools (DfE, July 2022).
- 3.3 The following School policies, procedures and resource materials are relevant to this policy:
 - 3.3.1 Behaviour Management Policy
 - 3.3.2 Safeguarding and Child Protection policy
 - 3.3.3 Complaints policy
 - 3.3.4 SEN Policy
 - 3.3.5 Online safety Policy

4 Responsibility statement and allocation of tasks

- 4.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 4.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head	As required, and at least annually

Task	Allocated to	When / frequency of review
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Head	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Head/SLT	As required, and at least annually
Day-to-day responsibility for Online Safety	Online Safety Officer	As required
Formal review	Proprietor	As required, and at least once every 2 years

5 Publication and availability

- 5.1 This policy is published on the School website, and a hard copy is available from the School office on request during school hours.
- 5.2 This policy can be made available in large print or other accessible format if required.

6 Definitions

- 6.1 Where the following words or phrases are used in this policy:
- 6.1.1 References to the **Head** may include deputies.
- 6.1.2 References to **Parent** or **Parents** includes one or both of the parents, a legal guardian or education guardian.

7 Bullying

- 7.1 There is no legal definition of bullying. However, it's usually defined as behaviour that is:
- intended to hurt someone either physically or emotionally
 - often aimed at certain groups, for example because of race, religion, gender or sexual orientation (gov.uk)
- 7.2 Bullying is always unacceptable and will not be dismissed as being normal or as "banter" or simply "part of growing up". Bullying will not be tolerated by the School because:
- 7.2.1 it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide

- 7.2.2 it interferes with a pupil's right to enjoy their learning and leisure time free from intimidation
- 7.2.3 it is contrary to all our aims and values, our internal culture and the reputation of the School.
- 7.3 Bullying is behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally. Bullying is often motivated by prejudice against particular groups. Bullying may be:
 - 7.3.1 **Physical:** hitting, kicking, pushing people around, spitting, or taking, damaging or hiding possessions
 - 7.3.2 **Verbal:** name-calling, taunting, teasing, insulting or demanding money
 - 7.3.3 **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group
 - 7.3.4 **General unkindness:** spreading rumours or writing unkind notes, mobile phone texts or emails
 - 7.3.5 **Low level disruptive behaviour:** wearing "banter" and "horseplay" over a prolonged period of time
 - 7.3.6 **Prejudice-based and discriminatory bullying:** when bullying is motivated by prejudice, based on an individual's actual or perceived identity. It can be based on characteristics unique to a child's identity or circumstance
 - 7.3.7 **Cyberbullying:** involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. Particularly intrusive, harmful and often faceless, it can involve social networking sites, games, emails and mobile phones used for text messages and as cameras. Westbury House School takes this area very seriously and issues very clear rules to pupils regarding the use of these technologies and the school's expectations of them to use such technologies responsibly and respectfully. Parents and pupils agree to acceptable use of ICT via the Westbury House ICT Acceptable Use Agreements (see Appendix 2) for pupils and the guidelines within that document are underlined regularly by way of reminders in lessons, online safety training and other assemblies. Additional information can be found at: www.cyberbullying.org
 - 7.3.8 **Harmful sexual behaviours:** includes sexual harassment and sexual violence:
 - (a) **sexual harassment:** unwanted conduct of a sexual nature that can occur online and offline (either in isolation or in connection with face to face incidents) It can include but is not limited to:
 - (i) sexual jokes or taunting
 - (ii) physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature
 - (iii) online sexual harassment which may include: non-consensual sharing of sexual images and videos (sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.

Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.

- (b) **sexual violence:** sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

7.4 Bullying may also be related to the 9 Protected Characteristics:

- 7.4.1 **sexist:** related to a person's sex or gender reassignment;
- 7.4.2 **racist**, or regarding someone's **religion, belief or culture**
- 7.4.3 related to a person's **sexual orientation** (homophobic bullying)
- 7.4.4 related to **pregnancy and maternity**
- 7.4.5 related to a **person's home circumstances**; or
- 7.4.6 related to a **person's disability, special educational needs, learning difficulty, health or appearance.**

7.5 Westbury House School recognises that not every instance of unkindness constitutes bullying. While it is important to address all unkind behaviours, it is equally important to recognise that pupils are still learning to get along with others and it would be inappropriate – even harmful - to label pupils bullies without careful regard to the nature of their behaviour and interaction with others. Isolated incidents of teasing, for example, may not be bullying although sustained teasing would be bullying.

7.6 A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

7.7 **Signs and Symptoms of Bullying**

Bullying may cause upset, extreme distress, and may encourage psychological damage, even suicide. Changes in behaviour which may indicate that a child may be being bullied at home or at school include:

- 7.7.1 diminished levels of self-confidence
- 7.7.2 appearing despondent, listless or unhappy
- 7.7.3 easily upset or irritable
- 7.7.4 loss of appetite
- 7.7.5 frequent visits to the sick room, complaining of stomach pains, headaches etc.
- 7.7.6 other pupils are observed to be sniggering or nudging one another when the pupil enters the room or answers a question
- 7.7.7 the bullied pupil may spend a lot of time alone or find him/herself left out of activities; it may get to the point where he/she is reluctant to take part in the first place.

- 7.7.8 unexplained cuts, bruises and injuries
- 7.7.9 displays of excessive anxiety or becoming unusually quiet and withdrawn
- 7.7.10 deterioration of work standards and concentration in class
- 7.7.11 work produced appears to be interfered with or spoilt by others
- 7.7.12 belongings such as books or bags are damaged or are missing
- 7.7.13 choosing the company of adults and avoiding contact with peers
- 7.7.14 difficulty in sleeping
- 7.7.15 unwillingness to come to school
- 7.7.16 bullying other children or siblings
- 7.7.17 afraid to use the internet or a mobile phone

These signs and symptoms could indicate other problems and need to be thoroughly investigated but bullying should be considered as a possibility.

7.8 Safeguarding

- 7.8.1 Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Such behaviour may include bullying (including cyberbullying), causing physical harm, initiation / hazing type violence and rituals, sexting or any form of sexual harassment or violence. This will always be the case where sexting or other harmful sexual behaviours are involved. Where bullying allegedly involves youth produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the School's policy on sexting as set out in the school's Safeguarding and Child Protection Policy and Procedures. It would be an expectation that in the event of disclosures about pupil on pupil abuse, all children involved whether perpetrator or victim are treated as being at risk. Where this is the case, the school should report their concerns to The Kingston and Richmond Safeguarding Children Partnership. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.
- 7.8.2 The School's policy and procedures with regard to child on child abuse are set out in the School's safeguarding and child protection policy and procedures. Concerns about a pupil's welfare because they are the victim or perpetrator of bullying behaviour must be reported in accordance with the safeguarding and child protection policy and procedures and appropriate action taken, taking into account any guidance provided by the Local Safeguarding Children Partnership.
- 7.8.3 The School will always treat a bullying incident as giving rise to a child protection concern when there is reasonable cause to believe that a child (whether victim or perpetrator) is suffering or likely to suffer significant harm.

8 Anti-bullying culture and systems

- 8.1 At Westbury House, we aim to create an environment which is secure and caring where all individuals treat one another with mutual respect. It is everyone's responsibility to ensure, whatever the circumstances, that no-one become a victim of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, colour, sex, sexual orientation, gender reassignment, religion or belief, culture or learning difficulty, disability, home circumstances or because they are new in the School, appears to be uncertain or has no friends. He / She may also become a target because of an irrational decision by a bully.
- 8.2 Our expectation of all members of the School community is that:
- 8.2.1 everyone will uphold the School rules (The Westbury Way)
 - 8.2.2 a pupil or a member of staff or volunteer who witnesses or hears of an incident of bullying will report it in accordance with the terms of this policy
 - 8.2.3 a complaint of bullying will always be taken seriously
 - 8.2.4 no-one will tolerate unkind actions or remarks or stand by when someone else is being bullied.
- 8.3 In School and in every year group:
- 8.3.1 discriminatory and offensive words and behaviour are treated as unacceptable
 - 8.3.2 positive attitudes are fostered towards people who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the School; and
 - 8.3.3 positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutorials.
- 8.4 **Proprietor**
- 8.4.1 The Proprietor has overall responsibility for promoting and safeguarding the welfare of pupils at the School, ensuring that those in leadership and management positions actively promote pupil well-being. This includes ensuring that policies and procedures are in place and implemented effectively to:
- (a) minimise the risk of bullying at the School so that pupils and staff feel safe and secure
 - (b) intervene early in low-level disruption to prevent negative behaviours escalating
 - (c) deal swiftly with allegations and incidents of bullying at the School so that pupils and staff feel confident that all incidents will be dealt with appropriately
 - (d) consider incidences of sexual harassment in broad terms so that it is challenged in order to prevent the normalisation of behaviours which can provide an environment that may lead to sexual violence.

8.5 Staff

8.5.1 Through their training and experience, members of staff and volunteers are expected to promote an anti-bullying culture by:

- (a) celebrating achievement
- (b) anticipating problems and providing support
- (c) adopting a proactive interactive approach to bullying by gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent bullying occurring in the first place
- (d) disciplining perpetrators fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil, taking into account the motivations and any underlying safety concerns of the perpetrator and providing support as appropriate
- (e) making opportunities to listen to pupils
- (f) acting as advocates of pupils.
- (g) ensuring the principles of the school policy are understood including the needs of pupils and their families with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) and special educational needs
- (h) knowing and understanding their legal responsibilities

8.5.2 Members of staff and volunteers are vigilant at all times but particularly:

- (a) at the start and end of the school day when pupils arrive and leave the site
- (b) before lessons
- (c) in the queue for the dining hall and in the dining hall itself
- (d) in School corridors
- (e) on School transport / School trips.

8.5.3 Teachers provide Form Tutor personalised care with Pastoral Head oversight. Teachers make opportunities to listen to pupils and act as their advocates, leading to an environment where pupils feel safe and able to disclose concerns to staff. Children have good relationships with their teachers and feel confident to share their personal experiences, which is something we actively encourage. This gives all pupils a secure space in which to share anything that bothers them.

8.5.4 Pupil welfare and bullying is discussed in weekly staff meetings. The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between pupils so that strategies can be developed to prevent bullying incidents. Teachers or support staff who do not attend the weekly meetings are required to inform the Head of any pupils or incidents of which the whole staff needs to be aware prior to the meeting. The minutes of each meeting are recorded and accessible to teachers and support staff.

8.6 Pupils

8.6.1 Through the School's pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:

- (a) to celebrate the effort and achievements of others
- (b) to hold and promote positive attitudes
- (c) to feel able to share problems with staff
- (d) to turn to someone they trust, if they have a problem
- (e) not to feel guilty about airing complaints
- (f) to be kind, considerate and tolerant towards others
- (g) to be aware of the impact their behaviour can have on others
- (h) to challenge their peers if they are unkind to others
- (i) to use technology safely and securely and to be aware of the risks and impact of the use of technology on themselves and others.

8.6.2 In our proactive approach to preventing bullying, measures are taken throughout each year to educate pupils about bullying and this policy. These measures include:

- (a) the RHE/PSHE curriculum includes lessons on bullying, and further awareness is raised through the wider curriculum in which British Values and SMSC are firmly embedded
- (b) a structured and developed Character Education Programme exists alongside the most relevant RE and RHE/PSHE lessons which further promote the development of an environment that is caring, supportive and promotes mutual respect
- (c) anti-bullying posters placed around the School; - we need these
- (d) anti-bullying messages are given in assemblies and other relevant pastoral/social issues are discussed and considered together
- (e) once a year, in November, we hold an anti-bullying week
- (f) once a year, also in November, we hold a Friendship week
- (g) visits from guest speakers and experts in the field (eg: Google Online Safety Heroes presentation)
- (h) online safety is a key aspect of all areas of the curriculum. Parents are informed about online safety issues and the School's strategies to safeguard pupils through correspondence and annual events held by the School to raise awareness. See Online Safety Policy.
- (i) Year 6 pupils appointed and trained to be Peer Mentors for younger years. They are taught about how to solve minor disputes using conflict strategies and how to offer solutions to disputes. Peer mentors are announced and

introduced in assembly and their pictures displayed on notice board within the school so that they are recognised and known to other pupils;

- (j) the playground's Buddy Bench serves as a safe space for those who find it difficult to directly approach a peer mentor or staff member. By seating themselves on the bench, pupils can discretely indicate their need for support;
- (k) the Concerns Box (which is unlocked and emptied daily) located in the front hall in which pupils can place written concerns without the need to directly speak to a teacher. Although encouraged to add their names to aid intervention, pupils are aware that they can report anonymous concerns on behalf of both themselves and others.

8.6.3 The School recognises that children with special educational needs and disabilities can face additional safeguarding challenges, including the potential to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. The School will consider extra pastoral support for pupils with special educational needs and disabilities, as required.

8.7 Parents

8.7.1 The School will take active measures to promote an anti-bullying culture and message to parents that bullying amongst pupils or towards staff will not be tolerated by the School.

8.7.2 Parents are invited to Parent forums eg: year group parent representative meetings to discuss a range of issues, including bullying prevention.

9 Reporting concerns

9.1 Pupils

9.1.1 A pupil who is being bullied, or who is worried about another pupil being bullied, should tell someone without delay and can do so in several ways. They can:

- (a) tell their parents, class teacher, friend, peer mentor, use the concerns box or inform any member of staff at the School or responsible older pupil
- (b) contact a member of the school safeguarding team
- (c) contact Childline (0800 1111).

9.2 Parents

9.2.1 Parents who are concerned that their child is being bullied should inform their child's Class Teacher or member of the leadership team without delay.

9.3 Staff

9.3.1 A member of staff or volunteer who learns of alleged bullying behaviour should:

- (a) respond quickly and sensitively by offering advice, support and reassurance to the alleged victim

- (b) listen carefully and keep an open mind
 - (c) not ask leading questions
 - (d) reassure the child but not give a guarantee of confidentiality
 - (e) report the allegation to the Designated Safeguarding Lead (DSL) or member of the SLT as soon as possible
- 9.3.2 The DSL or relevant senior leadership team member must contact the relevant Class Teacher to agree on a strategy for dealing with the matter.
- 9.3.3 If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's safeguarding and child protection policy and procedures before further investigation is carried out. In the case of bullying potentially involving harmful sexual behaviours, staff will follow guidance set out in Part 5 of KCSIE.
- 9.3.4 This policy focuses mainly on the bullying of pupils by pupils although it is recognised that a staff member could be a victim of and on occasion may be perceived to be the perpetrator of bullying behaviour. The bullying of staff, whether by pupils, parents or other colleagues, is unacceptable. Staff members who are concerned about being bullied or harassed should refer to the School's Staff Handbook. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above.

10 Why incidents might not be reported

- 10.1 There are many reasons why a pupil who has suffered bullying may be reluctant to report it. He / She may become demoralised and may think, for example:
- 10.1.1 it is telling tales
 - 10.1.2 they won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular
 - 10.1.3 the things they are saying and doing are too embarrassing to discuss with an adult
 - 10.1.4 it is all my fault anyway for being overweight / too studious etc
 - 10.1.5 there are too many of them; there is nothing the staff can do
 - 10.1.6 it will get back to my parents and they will think less of me
 - 10.1.7 I will just try and toughen up and grow a thicker skin
 - 10.1.8 I will lie low and not draw attention to myself
 - 10.1.9 this is a normal part of growing up and going to school.
- 10.2 There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. They may think:
- 10.2.1 it is "grassing", and I will become unpopular
 - 10.2.2 it is not my concern anyway.
 - 10.2.3 I don't like the victim and I would find it embarrassing to be associated with them

- 10.3 Any of these responses would be contrary to our culture at the School. When we implement this policy we encourage every pupil (and their parents) to understand that:
- 10.3.1 every concern or complaint of bullying will be taken seriously
 - 10.3.2 members of staff and volunteers will deal with a complaint correctly and effectively in accordance with their experience and the training they have received
 - 10.3.3 there is a solution to nearly every problem of bullying
 - 10.3.4 a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis
 - 10.3.5 the primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary
 - 10.3.6 we may need to support the bully as well so we can address the causes of bullying behaviour.

11 Assessment of concerns

- 11.1 The DSL or member of the SLT will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. Stopping violence and ensuring immediate physical safety is always the school's first priority. Westbury House School will ensure that appropriate measures are put in place to safeguard and support the victim, the alleged perpetrator and the school community. Notes must be made at each stage to provide a record on the Safeguarding Register. The assessment will be undertaken alongside the relevant pupils' class teachers and will consider:
- 11.1.1 the nature of the incident(s): physical, sexual, verbal, exclusionary etc?
 - 11.1.2 is it a "one-off" incident involving an individual or a group?
 - 11.1.3 is it part of a pattern of behaviour by an individual or a group?
 - 11.1.4 has physical injury been caused?
 - 11.1.5 who should be informed: Head, Parents, the School's Designated Safeguarding Lead, children's social care, the police?
 - 11.1.6 can the alleged bully be questioned without disclosing the victim's identity?
 - 11.1.7 what is the likely outcome if the allegation proves to be correct?
- 11.2 At this stage, the possible outcomes for an incident which is not too serious include:
- 11.2.1 there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
 - 11.2.2 the complaint is justified in whole or in part, and further action will be needed.
- 11.3 If at any stage the alleged bullying behaviour raises a safeguarding concern, the School's safeguarding and child protection policy and procedures should be followed before further investigation is carried out. This will always be the case where sexting or other harmful sexual behaviours are involved. Where bullying allegedly involves

youth produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the School's Safeguarding policy in relation to sexting.

- 11.4 Otherwise, in cases where the DSL or Deputy DSL believes that serious bullying behaviour has occurred involving a pupil or has recurred after warnings have been given to the "bully" he / she will refer the matter to the Head or Safeguarding Board Level lead.
- 11.5 The DSL or Deputy DSL will:
 - 11.5.1 interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. They may decide to ask another senior member of staff to be present; and
 - 11.5.2 send a summary of their findings to the Head and other relevant staff.
- 11.6 Together with the Head, together with another member of the safeguarding team will decide on the action to be taken in accordance with this policy.
- 11.7 The Head will notify the parents of the victim and bully giving them details of the case and the action being taken. Such action may include further investigation and action in accordance with the School's behaviour and discipline policy and will include completion of the 'bullying incident proforma' (appendix 4).

12 Response to concerns

- 12.1 When a concern or complaint of bullying behaviour is upheld, the range of responses may include one or more of the following:
 - 12.1.1 consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the School's safeguarding and child protection policy and procedures will be followed
 - 12.1.2 advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate
 - 12.1.3 advice and support to the bully in trying to change their behaviour. This may include clear instructions and a warning or final warning
 - 12.1.4 consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations give rise to safeguarding concerns relating to the bullying, the School's child protection procedures will be followed
 - 12.1.5 a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (only with the victim's express agreement). Remind them of the Westbury House Way of behaviour and the shared responsibility of being a member of its family. Recount the incident. Discuss with the group the impact of their behaviour on the victim (or the victim can share their feelings). Encourage the group to further reflect and empathise with the victim. Encourage the group to find solutions to address immediate feelings and find a way forward together, giving them the responsibility to support their peers. The teacher may offer suggestions for the group to adopt where necessary.

- 12.1.6 a disciplinary sanction against the bully, in accordance with the School's Behaviour Management policy. In a very serious case or a case of persistent bullying, a pupil may be required to leave the School permanently in accordance with the School's Behaviour Management Policy. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils
- 12.1.7 action to break up a "power base"
- 12.1.8 confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if cyberbullying has taken place (see also the School's acceptable use policy for pupils)
- 12.1.9 moving either the bully or victim to another House after consultation with the pupil, their parents and the relevant staff
- 12.1.10 involving children's social care or the police
- 12.1.11 notifying the parents of one or both pupils about the case and the action which has been taken
- 12.1.12 such other action as may appear to the Head to be appropriate
- 12.2 After the incident/incidents have been investigated and sanctions enforced where necessary, each case will be monitored to ensure repeated bullying does not take place. As well as short term monitoring, staff will continue to review whether the action taken has prevented the recurrence of the bullying and ensured that the pupil feels safe again. The monitoring will continue for as long as necessary thereafter. Action may include:
 - 12.2.1 sharing information with some or all colleagues so that they may be alert to the need to monitor certain pupils closely
 - 12.2.2 ongoing counselling and support
 - 12.2.3 vigilance
 - 12.2.4 mentioning the incident at meetings of staff
 - 12.2.5 reviewing vulnerable individuals and areas of the School.
 - 12.2.6 Any incident involving serious pupil misbehaviour and bullying and resulting in significant sanctions, is to be logged on the Safeguarding or Behaviour Log (as applicable) kept by the school's leadership team. This includes exclusions, major detentions and sanctions, as well as disciplinary meetings involving parents. This register is monitored by the leadership team in order to identify any patterns which would need to be addressed.
 - 12.2.7 In class the bystanders should be encouraged to consult with a trusted adult when they feel that they are witnessing bullying behaviour. They must not feel that they are telling tales but they are taking the responsibility to support their peers in the Westbury Way.

13 Supporting those severely impacted by bullying

- 13.1 The School recognises that removing bullied pupils from school is disruptive and can make it difficult to reintegrate. The School understands in some circumstances, however, the consequences of being bullied may have had a severe impact on a pupil's social, emotional or mental health and may have impacted seriously on a pupil's ability to learn.
- 13.2 The School will do all that is reasonably possible to ensure bullied pupils continue to attend school and maintain their educational progression by putting in place proportionate short term alternative on-site provision plans where necessary.
- 13.3 If the pupil is considered to have significantly greater difficulty learning than the majority of those the same age because of the impact of the bullying, the School will consider whether the pupil will benefit from being assessed for special educational needs.

14 Training

14.1 Staff

- 14.1.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles especially:
 - (a) having an understanding of the groups who may be more vulnerable to bullying
 - (b) awareness of the risk and indications of bullying, and how to deal with cases
 - (c) awareness of the risks of child on child abuse including sexual violence and sexual harassment and how bullying may give rise to safeguarding concerns.
 - (d) Awareness of bullying related to the 9 Protected Characteristics.
- 14.1.2 The level and frequency of training depends on role of the individual member of staff.
- 14.1.3 The School maintains written records of all staff training.

14.2 Pupils

- 15.2.1 We emphasise with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other, including the peer mentor system.

15 Risk assessment

- 15.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

- 15.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 15.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

16 Record keeping

- 16.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 16.2 Every complaint or report of bullying is recorded centrally (Safeguarding and Behaviour logs as appropriate) and monitored to enable patterns to be identified, both in relation to individual pupils and across the school as a whole and to evaluate the effectiveness of the School's approach.
- 16.3 The Head and Safeguarding Team will maintain a centralised record of all allegations or reports of bullying, including details of those involved and the action taken.
- 16.4 The Head and Safeguarding Team will monitor the centralised record of bullying incidents on a regular basis to identify patterns in behaviour and the effectiveness of the School's anti-bullying procedures.
- 16.5 The records created in accordance with this policy may contain personal data. The School has a privacy notice which explains how the School will use personal data about pupils and parents. This is published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

17 Version control

Date of adoption of this policy	April 2021
Date of last review of this policy	May 2025
Date for next review of this policy	Summer 2026
Policy owner (SMT)	DSL

Appendix 1: Guidance on early intervention

- 3.1 Children need parents, teachers, and other adults to model kindness, conflict resolution, inclusion and responsibility since at this young age, they are still learning how to get along with others. Children may occasionally do or say something that is hurtful. While it is important to address the behaviour, it is inappropriate (and potentially harmful) to label them immediately as a bully. Instead, it is important to intervene early to prevent an escalation of unkind behaviour.
- 3.2 Here are some of the most common unkind behaviours or micro aggressions that should be addressed immediately:
 - 3.2.1 Expressing negative thoughts and feelings: Children are often open and honest with thoughts and feelings. Young children will speak the truth without thinking about the consequences. For example, a young child might ask: "Why is [child] so fat?" Teacher should give the child guidance on what is appropriate to say and what is not and on how to say things in a way that it is not offensive. Equally it is important that children on the receiving end of unkind remarks should be given support and strategies to communicate their feelings in an appropriate manner, for example "I felt hurt when you laughed at my new braces," or "I don't like it when you call [child] fat."
 - 3.2.2 Being left out: It is natural for pupils to have a select group of close friends. Although pupils should be friendly and kind toward everyone, it is unrealistic to expect them to be close friends with every child they know. It is, however, important to ensure that children show consideration and civility towards each other and that teachers provide guidance on inclusion; this is particularly important in a small school. This involves Form Teachers having an awareness of the class dynamic and vigilance by Lunchtime Supervisors during playtime. Staff may consider grouping choices, seating arrangements and partner work to be their choice, thus removing this responsibility from the pupils themselves. The 'Buddy System' can also be employed.
 - 3.2.3 Experiencing conflict: Sometimes pupils disagree and even argue. Learning to deal with conflict is a normal part of growing up. The key is for children to learn how to solve their problems peacefully and respectfully. Pupils should be encouraged to seek adult intervention or if they feel more comfortable, they can approach the Y6 Peer Mentors or, if at playtime, pupils may sit on the 'Rainbow Bench', an immediate visual cue to staff that support is needed.
 - 3.2.4 Not playing fairly: If a child has 'bossy' friends, we need to teach them how to respond to the bossy behaviour and to learn to turn-take. For example, we might teach a pupil to say: "Let's play your way, the first time. Then, let's try my way." We seek to teach pupils how to develop healthy friendships and talk to them about the importance of only developing positive relationships and avoiding 'friendships' which are becoming destructive in any way.
- 3.3 Other considerations:
 - (a) Remember school should be a safe environment for children to grow and to learn and to make mistakes
 - (b) It is important to acknowledge the power of perception, unkind behaviour or

micro aggressions might take the form of a look or eye roll rather than a verbal comment

- (c) Form Teachers can use opportunities such as Form time or RHE/PSHE to discuss how to respond to unkindness and the encourage coping strategies
- (d) Being present is key to early intervention. If a Form Teacher becomes aware of a potential issue, they may monitor class behavior during fluid times such as break and lunch
- (e) Tutors should report concerns immediately they become aware of them using forums such as the weekly staff meeting where 'pupil needs and safeguarding' forms a fixed agenda point
- (f) The SLT will monitor and track any possible behaviour incidents in their weekly SLT meetings, looking for patterns of behaviour
- (g) Handover notes should include any pastoral issues so that the new Form Teacher is aware of any historic issue
- (h) All staff receive training in preventing bullying alongside their safeguarding training. Additionally, a development to The school's Character Virtue Curriculum as from September 2021 is to include the virtue of 'Empathy'
- (i) It is Westbury House School's intention to engage both staff and parents in this process of educating children and helping them to develop healthy relationships. If a pupil or group is finding this difficult, the school will then seek the cooperation of parents in resolving the matter and will also recommend a course of action, including engaging expert help to enable a pupil to develop ways of strengthening their relationships with others.

Appendix 2: Bullying Incident Pro forma

SUMMARY OF BULLYING INCIDENT	
DATE:	LOCATION:
Individuals Involved and Classes	
1. Summary of Incident	
2. Relevant History	

INVESTIGATION: FACT FINDING
1. Interview with victim to find out details including who was involved, bystanders, how the victim felt, why they behaved this way. (What happened? How did you feel? How do you think the other person felt? Why do you think they behaved this way?)
2. Interview other individuals separately to understand the nature of the incident from different points of view. (What happened? How did you feel? How do you think the other person felt? Why do you think it happened?)
3. Interview with bully to find out details including who was involved, why they behaved this way, how the victim felt, how they felt.
4. Staff judgement of the seriousness of behaviour and how to proceed.
5. Will disciplinary sanctions be enforced?

6. Have parents been informed? (Date, time and method of communication)

REFLECTION & RESTORATION - show empathy with the victim
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1. Meet with those involved as a group (with the victim should they wish to attend). Remind Westbury House Way. Recount the incident. Discuss impact of behaviour on victim - victim may share their feelings. Encourage group further reflection, empathy with victim. Encourage group to find solutions address immediate feelings and a way forward together, giving the group responsibility to support their peers. Teacher may offer suggestions.

2. Consider and plan actions needed to support the victim.

3. Consider and plan actions needed to support the bully.

4. Inform pupils of any sanctions.

5. Inform parents of any sanctions.

MONITORING THE INCIDENT

1. Serious misbehaviour and bullying resulting in significant sanctions is logged on Safeguarding Log and Behaviour Log as appropriate?

2. Short term monitoring.

3. Review - consider whether actions have prevented recurrence of bullying and ensures pupil feels safe.