



## Anti-Bullying Policy

### Policy Review

This policy will be reviewed in full by the Headteacher every two years.

The policy was last reviewed and agreed on 11<sup>th</sup> May 2022 and is due for review in May 2024.

*P.S. Moore*

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Headteacher

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Chair of Governors

This policy is based on DfE guidance Preventing Bullying July 2017 and supporting documents “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies “Cyberbullying: advice for headteachers and school staff,” “Advice for parents and carers on cyberbullying” It also takes into account the DfE statutory guidance, “Keeping Children Safe in Education” 2021.

### **Statement**

At Windhill21 we are committed to providing a warm, caring, and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that anyone who knows that bullying is happening is expected to tell members of staff. Bullying hurts, no-one deserves to be a victim of bullying.

### **Definition**

Bullying is defined as deliberately hurtful behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is difficult for those being bullied to defend themselves and is often motivated by prejudice.

#### **Bullying can be:**

- Emotional – being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures), ridicule, humiliation;
- Physical – pushing, kicking, hitting, punching or any use of violence;
- Non-verbal communication – unkind looks and expressions, hand gestures;
- Racist – racial taunts, graffiti, gestures;
- Sexual – unwanted physical contact or sexually abusive comments;
- Homophobic – because of, or focusing on the issue of sexuality;
- Verbal name-calling – sarcasm, spreading rumours, teasing, threats, making rude remarks or fun of someone;
- Cyber – all areas of internet, such as email and internet chat room misuse, instant messenger, mobile threats, text messaging and calls, misuse of associated technology, i.e., camera and video facilities;
- Prejudice based - bullying related to special educational need, sexual orientation, sex, race, religion and belief, social deprivation, gender reassignment or disability.

#### **Bullying is not:**

- the odd occasion of falling out/argument with friends;
- name calling;
- when the occasional trick or joke is played on someone.

It is important to understand that the above are not bullying. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying.

It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all must learn how to deal with these situations and develop social skills to repair relationships

### **Signs and Symptoms**

A child may indicate, by different signs or behaviour, that he or she is being bullied.

Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school or going in school taxi
- does not want to go to school at all
- begs to be driven to school
- changes their usual routine/route to school
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts to run away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- comes home with clothes torn or books damaged
- has possessions go 'missing'
- asks for money or starts stealing money
- has unexplained cuts or bruises
- comes home hungry (snack/packed lunch) have been taken
- becomes aggressive, disruptive, or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

### **Aims and Objectives**

This policy is designed to ensure that, as a school, we are alert to signs of bullying and act promptly and firmly against it. This policy covers all types of bullying including:

- Bullying related to race, religion, or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual, and transphobic bullying
- Bullying via technology, known as online or cyberbullying.

We aim:

- To promote a secure and happy environment free from threat, harassment, and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring through giving our pupils the strategies and skills to cope through effective teaching.
- To show commitment to overcoming bullying by practising zero tolerance.
- To ensure that all pupils, staff, governors, and parents are aware of the school's opposition to bullying and that each person is clear of their responsibilities regarding the eradication of bullying.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.
- To have a consistent approach for dealing with any incidents of bullying that may occur.
- To ensure that all bullying incidents are resolved satisfactorily within the shortest time frame possible.

## **Roles and Responsibilities**

### **Whole School and Individual Staff Responsibilities**

Suspected bullying should never be ignored, and all forms of bullying should be taken seriously with intervention to prevent incidents from taking place.

**Staff will:**

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- Never make premature assumptions
- Listen carefully to all accounts and investigate as fully as possible.
- Adopt a problem-solving approach which moves pupils on from justifying themselves
- Talk to the child about any incident and reassure them that telling was the right thing to do
- Complete the school pro-forma for recording bullying incidents and always report to the Headteacher
- Follow-up repeatedly, checking bullying has not resumed
- Use of a range of teaching and learning styles and strategies which challenge bullying
- Act as a role model for children in their relationships with adults and children
- Do all they can to support the child who is being bullied, ensuring that they find time to allow children to talk about any concerns
- Ensure that children are well supervised
- Celebrate children's successes and achievements to promote and build a positive, respectful, and trusting school ethos

- Ensure that opportunities to develop skills and strategies to cope with unacceptable bullying type behaviour are given to our pupils through PSHE, Thrive, anti-bullying assemblies, workshops, and anti-bullying week

**The Headteacher will:**

- Implement the anti-bullying policy and ensure that all staff (teaching and support) are aware of this policy and know how to deal with incidents of bullying.
- Maintain a record of bullying incidents and report to the Governing Body in a termly report.
- Ensure that every child knows that bullying is wrong and that it is totally unacceptable behaviour. This may be done as a planned exercise or when opportunity arises, through assemblies, in PSHE lessons, Thrive or during anti-bullying week.
- Set a school climate of mutual support and praise for success, thereby making bullying less likely.
- Inform parents if their child has been involved in bullying, whether as a victim or perpetrator and work with parents to support the child.
- Ensure all staff receive regular training on how to identify bullying and appropriate intervention techniques.
- Ensure the curriculum offers regular opportunities for children to understand the implications of bullying and the appropriate action to take.

**Governors will:**

- Support the Headteacher in all attempts to eliminate bullying from the school.
- Monitor incidents of bullying that occur and review the effectiveness of this policy.
- Require the Headteacher to keep accurate records of all incidents of bullying.

**Parents:**

Where parents are concerned that their child is being bullied, they are encouraged to contact the class teacher and / or Pastoral Support to raise their concern. It is essential that this concern is taken seriously and not dismissed without further enquiries being made.

Parents who suspect bullying will not take matters into their own hands, however parents of the child are encouraged to:

- Talk to the child about any incidents and reassure them that telling was the right thing to do;
- Make clear to the child that if any further incidents occur, they should tell a teacher or member of staff straight away;

Please see appendix 1 for details of the supporting organisations, advice, and guidance.

Windhill21 will investigate the matter further and follow procedures to ascertain whether bullying has occurred (*Appendix 2 – Form 2*).

If, after investigation, bullying **is** confirmed, parents will be informed of any actions or sanctions in line with the school's behaviour and relationships policy.

### **Pupils:**

Victims and witnesses of bullying should know that it is 'ok to tell.'

Pupils will do their best to:

- Tell an adult (e.g., parents, other relation, Headteacher, teacher, teaching assistant, family worker) or go with a friend to tell an adult if they are a victim of bullying.
- Have a responsibility to tell an adult (e.g., parents, other relation, Headteacher, teacher, teaching assistant, family worker) if they witness bullying.
- Try to resist being bullied by standing up for their own rights in an assertive but non-violent way.
- Never bully another child in the school.

### **Procedures and Recording**

Recording incidents is vital as it allows school staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of several incidents which are serious for the individual child.

The following steps will be taken when dealing with any incident:

- All reported incidents will be investigated immediately by the member of staff who has been approached or witnessed the incident. If necessary and appropriate, a referral will be made to the Headteacher or one of the DSP (Designated Senior Persons);
- The child reporting the incident will be listened to and will be assured that their concerns are being taken seriously;
- When investigating the incident, the views from both sides will be listened to and recorded accordingly (*Appendix 2 – Form 1*);
- We will talk to anyone else who may have witnessed the bullying.
- Immediate support will be provided for the victim, with the aim of restoring self-esteem and self-confidence (*Appendix 2 – Form 4*);
- The perpetrator will be talked to about his/her behaviour, making it clear that this kind of behaviour is unacceptable, and the child will be helped to see how his/her behaviour must change in the future.

If necessary, a thorough investigation of the incident involving all parties will be undertaken and recorded accordingly (*Appendix 2*).

After the investigation, has taken place, a decision should be made as to whether a case of persistent bullying is taking place. If this is the case, the parents of the perpetrator will be invited to discuss the situation with the Headteacher or DSP where an appropriate course of actions or sanctions in line with the behaviour policy will be implemented.

Parents of the child will be kept informed of the entire process and made aware that the allegations / incidents have been thoroughly investigated and sanctioned in line with policy and procedure.

### **Actions which may be taken**

The sanctions applied to each case of bullying will depend on the extent and severity of the incident. This may be as follows:

- Establish and carry out an appropriate consequence for the perpetrator(s),
- Keep all relevant staff fully informed about the incident and about all subsequent action;
- Inform parents of victim and bully;
- Monitor the situation regularly, including talking to the victim, to ensure the bullying has stopped;
- Ask parents into school to discuss the situation if their child is repeatedly involved in unacceptable incidents;
- Contact external agencies for advice and support in more extreme cases where the above has proven ineffective.

### **Support**

It should be recognised that pupils who bully often need support as well. There may well be personal, social, intellectual, physical and or other individual reasons why pupils bully and reactions to bullying should be guided by individual needs.

Support offered to pupils who have been involved in a bullying incident may include:

- Opportunities to discuss their experience and feelings with a member of staff;
- Reassuring the pupil that bullying is not acceptable and that they did the right thing 'by telling';
- Ensuring that they feel safe;
- Asking them to report immediately any further incidents to a member of staff;
- Restoring self-esteem and confidence;
- Discovering why the pupil became involved;
- Establishing the wrong doing, the need to change and take responsibility for their behaviour;
- Informing parents or carers to help change the attitude and behaviour of the pupil.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies, subject areas, as appropriate, Protective Behaviours, the school's Thrive programme and anti-bullying week to eradicate such behaviour.

### **Incidents of bullying outside the school's premises**

The Headteacher has a specific statutory power to sanction pupils for poor behaviour outside of the school premises (Section 89(5) of the Education and Inspections Act 2006)

In consultation with the Headteacher, school staff members have the power to sanction pupils for misbehaving outside the school premises. Section 90 and 91 of the Education and Inspections Act 2006 say that a school's discipline powers can be used to address Pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.

In consultation with the Headteacher, members of SLT may need to notify the Police of any incidents and or actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat the police will always be notified.

Bullying can also take place via text messages, WhatsApp, and other means of 'cyber communication.' This often happens out of school hours but has implications for the pupils involved when they are in school. We would always talk to pupils and parents about the issues and take their concerns seriously.

Children are not allowed to use their own mobile phones at school; they are to be handed to the teacher in the morning and can be collected at the end of the school day.

### **Monitoring and Review**

Monitoring, evaluation and review of this policy will take place as part of the School's safeguarding programme. This will include the Headteacher reviewing incident forms on a regular basis and identifying concerns. The Headteacher will report termly to Governors and staff about the effectiveness of the policy.

The school's Bullying Incident Forms are attached to this policy along with a list of supporting organisations who can offer guidance.

Related Policies:

- Behaviour & Relationships Policy
- Child Protection Policy
- Safeguarding Policy
- Equality Policy
- Online Safety Policy
- SEND Policy

## Appendix 1

### Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies,” and “Supporting children and young people who are bullied: advice for schools” November 2014 - <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:  
<https://www.gov.uk/government/publications/no-health-without-mental-health-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)

**Initial investigation into hurtful incident or allegation of bullying**

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g., pupil, parent/carer, midday supervisory assistant:

Form of referral e.g., verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

**Bullying Threshold****NO:**

Incident was not bullying on this occasion because it was:

- the first hurtful incident between these children (should not happen again)
- teasing between friends without intention to cause hurt (should not happen again)
- falling out between friends after a quarrel, disagreement, or misunderstanding
- conflict that got out of hand (should not happen again)
- activities that all parties have consented to and enjoyed (check for subtle coercion)
  - got out of hand
  - parent/carer concern
- other (please give details):

If the incident is not identified as bullying, please complete the following:  
Resolution process agreed:

**YES:**

Incident was bullying (all three warnings confirmed)

- 1) hurt has been deliberately/knowingly caused (physically or emotionally)
- 2) it is a repeated incident or experience e.g., multiple incidents, online bullying, or the involvement of a group
- 3) involves an imbalance of power:
  - target feels they cannot defend themselves,
  - or perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling, etc.)

**Bullying Report and Monitoring Form**

For each incident, please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying  
Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g., caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti, or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:
- adults as targets or perpetrators (A)
  - perpetrators from outside the school community (O)
  - children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (Including ethnicity and other relevant diversity issues)	Person/s giving offence (Including ethnicity and other relevant diversity issues)

4. Description of incident(s)  
 Please give a precise account including places, date, times, and any witnesses.  
 Attach any further information (e.g., pupils' accounts, witness accounts, notes of meetings)  
 N.B. Indicate if it is a repeat incident.  
 N.B. indicate if a serious incident referral should be made to the LA.
5. Action taken:  
 Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g., dates)
Headteacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:

Name .....

Date .....

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9. Outcomes/actions from follow up.

**Support provided for bullied child**

**(Priority should be given to taking steps to ensure bullied children continue to attend)**

- Separate on-site respite provision
- Regular contact with chosen member of staff
- Restorative justice process
- Empowerment education
- Pastoral team support
- Formal counselling
- Parental meetings
- CAF
- CAMHS
- Other

Support provided
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**Post-incident impact monitoring and further action**

Relationship repaired:

Achievement/Ability to learn:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

**\*N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN. new draft SEN code of practice**

**Action and support provided for *child who has bullied***

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves.

Separate on-site provision

Regular contact with chosen member of staff

Restorative justice process

Sanction

Corrective education

Removal to different form/teaching group

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Action taken & Support provided

**Post-incident impact monitoring and further action**

Relationship repaired:

Achievement/Ability to learn:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe online