

Anti-bullying Policy 2024-2025

Implemented:	September 2011
Next Review:	June 2025

1 Introduction

1.1 Bullying is often an action taken by one or more children with the deliberate intention of hurting, upsetting and intimidating another child. Bullying is most often unprovoked and a repeated behaviour. It can be direct in the form of physical, verbal, emotional or indirect, such as being ignored or not spoken to.

Examples

Physical – pushing, kicking, hitting, punching or any use of violence

Verbal – name – calling, sarcasm, spreading rumours, teasing

Emotional – being unfriendly, excluding, tormenting (e.g. hiding books)

Racist - racial taunts, graffiti, gestures

Gender - unwanted physical or verbal contact based on gender

Harassment – threatening or disturbing behaviour inflicted on another

Cyber – all areas of the internet, such as email and internet chat rooms, mobile use, any misuse of associate technology i.e. camera and video facilities.

2. Purpose of policy

At The Winchester School, we are committed to the well-being of all our children and providing a caring, friendly and safe environment so they can learn in a relaxed and secure environment. The purpose of this Anti-Bullying policy is to nurture a school ethos where bullying is considered unacceptable and to promote a whole school community approach to prevent bullying. Students understand the importance and have the confidence to approach staff to 'speak out' about bullying and all staff should take this seriously.

3 Aims and objectives

3.1 Bullying is wrong and damages the morale of individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

3.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

3.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.



3.4 We aim to make all those connected with the school aware of our opposition to bullying and make clear that it is each person's responsibility to stand up against bullying in order to completely eliminate bullying in our school.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to a specific lesson/subject school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has snack or other belongings continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. This is not an exhaustive list and children may display other behaviours that appear out of their character.

Prevention

We will raise awareness through an annual whole school focus on what bullying is, the roles and responsibilities of those involved and strategies the children can use if they feel they are being bullied. This will be communicated through:

- ☞ Assemblies
- ☞ Whole Class Circle Time
- ☞ PSHCEE Lessons
- ☞ Group/individual discussions
- ☞ Online modules

4. Equal Opportunities

The school recognises the value of, and seeks to achieve, a diverse school community which includes people from diverse backgrounds, with different skills and abilities. The school will take positive steps to create a school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance,

irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

5. Roles and responsibilities

The role of children

- Children are encouraged to bring it to the attention of any adult they trust if they are being bullied, and if the bullying continues, they must continue to inform.
- Children must report any incidents that they witness as bullies, even if they observe as a bystander.
- Children are encouraged to stand up assertively and safely to a bully and are provided with a range of strategies on how to do this, whether they are being bullied or are a bystander.

The role of Parents

- Parents who are concerned that their child may be getting bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Form Tutor immediately who will record the concern and monitor the situation, reporting back to Parents as often as needed for two weeks to feedback on action they are taking. If it persists after two weeks, the parents and form tutor come to a mutual agreement about seeking support from Head of Year if needed.
- Parents have a responsibility to support the school's Anti-Bullying policy, actively encouraging their child to be a positive member of the school.

The role of the Teacher and Support Staff

- All staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Anti-bullying awareness is on-going and events are organised throughout the year highlighting why this behaviour is wrong.
- Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If a member of staff other than the form tutor witnesses or is informed of an act of bullying, they will refer it to the form tutor who then records and investigates.
- If any bullying takes place between members of a class, the teacher will deal with the issue immediately. Form tutors may choose to deal with incidents through whole class circle time or discussion with the children involved as appropriate. If incidents continue, form tutor will inform parents; Head of Year and member of Senior Leadership Team.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc. within the formal curriculum, to help children understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behavior. Circle time, form tutor time and assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

- Form tutors to be accountable for dealing with situations with the support of their Head of Year and other relevant staff.
- All members of staff ensure they are aware of the policy so that they are equipped to identify bullying and to follow the procedures.

If teachers become aware

When teachers become aware of any bullying taking place between members of the school community, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. They spend time talking to the child who has bullied, explain why the action of the child was wrong and endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the child's parents are requested to attend the school to discuss the situation.

All staff ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Anti-bullying events throughout the year highlight why this behaviour is wrong.

The role of the Head of Year & Head of Key Stage

- To ensure time is allocated at the beginning of team meetings to discuss any vulnerable children or incidents that the team should be aware of that may have occurred throughout the week.
- To be aware of any incidents of bullying relevant to their year group and keep Senior Leadership and other relevant staff informed.
- To ensure form tutor is the first point of contact and support the form tutor as required.

The role of SLT

It is the responsibility of SLT to implement the school anti-bullying strategy to ensure that all staff (both teaching and non-teaching) are aware of the school policy, know how to deal with incidents of bullying and SLT ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

SLT sets the school climate of mutual support and praise for success. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

SLT ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

If bullying continues after the involvement of senior leaders, the children involved will be called with their parents to have a meeting with the Principal.

6. Monitoring and review

6.1 The SLT, monitors the effectiveness of the policy on a regular basis.

6.2 This policy is reviewed annually.

6.3 This policy has been discussed and agreed by The Winchester School teaching staff and leadership teams for implementation.

Signed :

Meenakshi

Date : June 2024