

# Anti Bullying Policy

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<b>Approved by:</b>	Local Governing Body
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## 1. Introduction and Vision

Sir William Stanier School is committed to creating a safe, respectful and inclusive environment where every member of the community feels valued and able to thrive. Bullying of any kind is unacceptable and is not tolerated. All students have the right to learn free from fear, intimidation or harm, and all staff have a responsibility to promote positive relationships and respond swiftly to concerns.

The school community adopts the definition of bullying used in our Rewards and Behaviour Policy (see **Appendix 1**):

**Bullying is repetitive, intentional harm carried out over time, where there is an imbalance of power between the perpetrator(s) and the individual or group targeted.**

We recognise the impact that bullying can have on a young person's wellbeing, attendance, confidence and educational progress. Preventing, identifying and addressing bullying is therefore a priority within our safeguarding and pastoral systems.

## 2. Aims

This policy aims to:

- Prevent bullying through a culture of positive relationships, respect and inclusion.
- Ensure all students feel confident to report bullying and know they will be listened to.
- Provide a clear, consistent process for responding to bullying concerns.
- Support both the student experiencing bullying and, where appropriate, the student displaying bullying behaviours to make positive change.
- Work in partnership with parents and carers when incidents arise.
- Record and monitor incidents to identify patterns and inform future practice.

## 3. Roles and Responsibilities

### Headteacher

The Headteacher has overall responsibility for the wellbeing, safety and safeguarding of all students and for ensuring this policy is implemented.

### Assistant Headteacher & DSL

The Assistant Headteacher oversees the school's response to bullying incidents, ensuring investigations, actions and follow-ups are completed appropriately.

### All Staff

Every member of staff has a duty to:

- Model respectful behaviour.
- Be vigilant in identifying signs of bullying.
- Listen carefully to students who disclose concerns.
- Report concerns promptly to the pastoral team.
- Support the recording and follow-up of incidents.

### Students

Students are encouraged to:

- Report bullying (whether experienced or witnessed).
- Support peers by not being bystanders.
- Engage respectfully in restorative processes where appropriate.

### Parents and Carers

Parents are expected to:

- Inform the school promptly if they have concerns about bullying.
- Work with school staff to address issues.
- Reinforce the importance of respectful behaviour.

### 4. Prevention

Bullying is addressed proactively through:

- GROWTH curriculum
- Assemblies and awareness campaigns
- Tutor activities
- High staff visibility during social times
- Restorative approaches to resolve conflict early
- Clear expectations set out in the Rewards and Behaviour Policy
- Safeguarding education, including online safety

### 5. Responding to Bullying Concerns

Sir William Stanier School adopts a zero-tolerance approach and responds to all concerns seriously.

When a student reports bullying, the school will:

1. Listen carefully to the student.
2. Record the disclosure (statement or scribed notes).
3. Investigate the concern thoroughly.
4. Discuss next steps with the affected student, including support needed.
5. Take proportionate action in line with the staged process below.
6. Provide follow-up, ensuring the student knows what has been done and what to do if the issue continues.

If a situation escalates or repeats, the Assistant Headteacher / Deputy Headteacher will ensure all actions have been carried out appropriately.

#### Staged Response to Bullying Incidents

##### Stage 1

- Verbal reprimand
- Incident logged in the bullying file
- Both Parents/carers informed

- After-school detention
- Mediation offered

## Stage 2

- Parents/carers of perpetrator invited into school
- Internal suspension
- Mediation offered

## Stage 3

- Parents/carers invited to agree a behaviour contract
- Suspension
- Mediation offered

Persistent or severe cases may be escalated sooner depending on the nature of the incident.

Incidents of bullying, harassment, or threatening behaviour that occur outside of school or online must be reported to the police, and the school should be kept informed of any updates. The school will work closely with external agencies, including the police and social care, where necessary to safeguard the pupil and support a coordinated response.

## 6. Supporting Students

### Support for Students Experiencing Bullying

Support may include:

- Pastoral meetings
- Restorative sessions
- Regular check-ins with pastoral staff or champion
- Wellbeing resources or interventions
- Referral to external agencies if needed

### Support for Students Displaying Bullying Behaviour

The school aims to challenge and change behaviours through:

- Reflection and restorative conversations
- Behaviour interventions
- Pastoral mentoring
- Parental involvement
- Monitoring behaviour closely

## 7. Recording and Monitoring

All bullying incidents are recorded securely and monitored to:

- Identify patterns (locations, times, individuals)
- Ensure actions are completed
- Support ongoing pastoral intervention

Records may include:

- Bullying referral forms
- Student statements
- Behaviour logs
- Pastoral notes

## 8. Searching, Screening and Confiscation

Staff have the authority, under DfE guidance, to search a pupil's belongings or device where there is a good reason to suspect it contains harmful or inappropriate material. This includes:

- Abusive or threatening messages
- Harassing content
- Images or content used to cause harm to others

Any searches will be carried out following statutory guidance and safeguarding procedures.

## 9. Linked Policies

- Rewards and Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality, Diversity and Inclusion Policy
- Online Safety Policy

## 10. Useful Links and Sources of Support

The following websites provide information, guidance and support for parents, carers and young people on bullying, online safety and equality:

- Stonewall – <https://www.stonewall.org.uk>  
Support, advice and resources relating to LGBTQ+ inclusion and issues.
- BBC Schools – <https://www.bbc.co.uk/schools>  
Information and educational resources, including materials addressing bullying.
- Childline – <https://www.childline.org.uk>  
A confidential helpline for young people, with extensive information on all forms of bullying.  
Childline in Partnership with Schools (CHIPS) provides tools to support anti-bullying initiatives.

- The Children’s Society – <https://www.childrenssociety.org.uk>  
Guidance and resources for children and families, including how to respond to bullying.
- Family Lives – <https://www.familylives.org.uk>  
Information and advice for parents and carers on bullying and related issues.
- Kidscape – <https://www.kidscape.org.uk>  
Practical advice, training and resources for children, families and schools.
- Schools Out – <https://www.schools-out.org.uk>  
Campaigning for equality, inclusion and support for LGBT+ young people in schools.
- Topmarks – <https://www.topmarks.co.uk>  
Links to quality educational sites, including resources on bullying for pupils, parents and staff.

## 11. Monitoring and Review

This policy, along with its related procedures, will be monitored by the Governing Body to ensure it remains effective, up to date and aligned with statutory guidance and best practice. The policy will be formally reviewed **annually**, or sooner if required due to changes in legislation, local needs or national guidance.

**Next review date: March 2027**

## Appendix 1

This is taken from the Rewards and Behaviour Policy

Bullying is defined as the repetitive, intentional harming of a person or group of people by another person or group of people where the relationship involves an imbalance of power:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobia</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Sir William Stanier School we adopt a zero-tolerance approach to bullying.

If a student reports that they, or someone they know, is being bullied the school is committed to:

- Listening to that person.
- Taking a statement or scribing notes during that disclosure.
- Following up with an investigation.
- Discussing next steps with the individual affected – what support do they need? What actions would they like to see taken?
- Once completed the person making the disclosure will have a meeting with their champion or pastoral staff to discuss what has been done and how they should respond if anything else happens.

Please also see the Equality, Diversity and Inclusion Policy.

If a particular situation escalates or repeats, it is the role of the Assistant/Deputy Headteacher to ensure that the actions outlined above have been carried out, as appropriate to each case. It is important that, with the majority of cases, a balanced and staged approach is adopted (although some cases may have an immediate need for stage 2/3 from the outset). This may be typified by the following guidance points:

**Stage 1** – verbal reprimand; logged in bullying file; parents informed; after school detention; mediation offered

**Stage 2** – Parents of perpetrator invited into school to discuss their child’s behaviour; internal suspension; mediation offered

**Stage 3** - Parents of perpetrator invited into school to discuss and agree a behaviour contract; suspension; mediation offered