



Anti Bullying Strategy

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1. Statement of Intent

At Willow Bank School, we are committed to preventing all forms of bullying and creating a safe, inclusive, and respectful environment where all pupils can learn, grow and achieve together.

This strategy supports the Trauma Informed Relationships and Behaviour Policy and reflects our understanding that behaviour is a form of communication, requiring a relational, restorative, and proportionate response.

We take all allegations of bullying seriously and will respond promptly, consistently, and in a way that supports both the victim and the pupil displaying bullying behaviour.

2. Definition of Bullying

Bullying is defined in line with our Trauma Informed Relationship and Behaviour Policy as:

- Repetitive and intentional behaviour
- That causes harm (physical, emotional, or psychological)
- Where there is an imbalance of power

Bullying may include:

- Emotional, verbal, or physical bullying
- Prejudice-based bullying (including race, disability, gender, sexuality, religion)
- Sexual harassment or harmful sexual behaviours
- Cyberbullying

3. Preventative Approach (Whole School)

Our approach to preventing bullying is proactive and embedded across school life:

Curriculum

Explicit teaching through PSHE, RSE, and tutor time on:

- Healthy relationships
- Consent and respect
- Online safety
- Diversity and inclusion
- Opportunities for discussion, reflection, and role play
- School Culture

Strong emphasis on:

- Respect for self, others, and environment
- Staff modelling positive relationships and language
- Promotion of pupil voice and reporting
- Staff Practice
- Trauma-informed and relational responses
- Early identification of peer conflict
- De-escalation and proactive intervention

4. Reporting Concerns

All staff have a duty to report concerns relating to bullying.

Staff must:

- Record all incidents on Arbor
- Record safeguarding concerns on CPOMS where appropriate
- Complete Appendix 1: Bullying Report Form for all suspected or confirmed bullying incidents

The appendix form ensures:

- Consistent and thorough investigation
- Clear recording of actions and outcomes
- SLT oversight and sign-off

5. Responding to Bullying Incidents

All reports of bullying will be taken seriously and investigated promptly.

- Initial Response
- Ensure immediate safety of all pupils
- Provide reassurance and support to the alleged victim
- Separate pupils where necessary
- Investigation

Gather information through:

- Pupil interviews
- Witness statements
- Staff accounts
- Complete Appendix 1: Bullying Report Form
- Record all actions clearly
- Outcome and Action

Actions will be proportionate and may include:

For pupils displaying bullying behaviour:

- Restorative conversations and reflection
- Behaviour support planning (e.g., PSP / Pupil Support Plan, BSP / Behaviour Support Plan -Appendix 3)
- Loss of privileges or sanctions
- Parental involvement
- Referral to internal or external support
- Escalation in line with behaviour policy if persistent
- For pupils who have experienced bullying:
 - Ongoing pastoral support
 - Access to trusted adults or safe spaces
 - Parental communication
 - Monitoring and review

All actions will be applied in line with the school's Trauma Informed Relationships and Behaviour Policy.

6. Restorative Approach

In line with our whole-school ethos, we prioritise:

- Repairing harm
- Restoring relationships

- Supporting emotional understanding
- Where appropriate:
- Restorative meetings will take place

Pupils will be supported to reflect on impact and responsibility

7. Monitoring and Follow-Up

All bullying incidents will be:

- Reviewed at agreed intervals (e.g., 1 week, 1 month, etc.)
- Monitored for recurrence
- Discussed at appropriate meetings (e.g., safeguarding, pastoral, SLT)
- Patterns or repeated concerns will trigger:
- Further intervention
- PSP / Pupil Support Plan, BSP / Behaviour Support Plan – Appendix 3 - or risk assessment
- Multi-agency involvement where necessary

8. Escalation and Safeguarding

Some bullying behaviours may constitute safeguarding concerns.

Where applicable:

- Incidents will be recorded on CPOMS
- DSL will be informed immediately
- External agencies may be involved
- Police involvement may be considered in line with policy

Bullying may be considered a form of child-on-child abuse and will be managed in line with the school's safeguarding procedures and KCSIE guidance.

All actions will be applied in line with the school's Trauma Informed Relationships and Behaviour Policy.

9. Pupil / Parent-Friendly Summary

Anti-Bullying at Willow Bank School

Working together to keep everyone safe

Our Promise

At Willow Bank School, we want every pupil to feel:

- Safe
- Respected
- Supported

Bullying is **not acceptable**, and we will always take it seriously.

What is Bullying?

Bullying is when someone:

- Is **deliberately unkind or hurtful**

- Repeats this behaviour over time
- Has more power than the other person (e.g. physically, socially, or online)

Bullying can include:

- Name-calling or teasing
- Hitting, pushing, or physical harm
- Excluding someone or spreading rumours
- Saying hurtful things about someone's identity (race, gender, disability, etc.)
- Sending unkind messages online

What Should You Do?

If you are worried about bullying:

- Tell a trusted adult straight away
- Speak to your teacher, keyworker, or any staff member
- Tell us if you see bullying happening to someone else

You will always be listened to and taken seriously.

What Will School Do?

When bullying is reported, we will:

- Listen carefully to everyone involved
- Act quickly to keep everyone safe
- Investigate what has happened
- Support the pupil who has been hurt
- Work with the pupil who has displayed bullying behaviour to help them make better choices

We will also:

- Speak to parents/carers
- Monitor the situation to make sure it stops

How We Support Pupils

At Willow Bank, we understand that behaviour is a way of showing feelings.

We will:

- Help pupils understand the impact of their actions
- Teach better ways to manage emotions
- Use restorative conversations to repair harm
- Provide support such as mentoring or therapy if needed

Our Approach – Learn, Grow, Achieve Together

We expect everyone to:

- **Respect yourself** – look after your wellbeing
- **Respect others** – be kind and fair
- **Respect the school** – keep it safe for everyone

Remember

- Everyone deserves to feel safe
- It is okay to ask for help
- Speaking up helps protect yourself and others

If You Need Help

Talk to:

- Your class teacher
- Your keyworker
- Any trusted adult in school

We are here to help you **learn, grow, and achieve – together.**

APPENDIX 1- BULLYING REPORT FORM

Willow Bank School Bullying Report Forms

Name of the person completing the form:

Date reported: Date occurred (if different):

1) Names and Details of those involved) – Please add information to supplementary sheets if more than 2 involved on either side:

	Person(s) alleged to have bullied		Person(s) alleged to have been bullied	
	1	2	1	2
Name(s)				
Age				
Gender				
Ethnicity (if known)				
Disability, (if known)				
(Class Group)				

2) Type/Nature of Alleged Bullying Behaviour:

(Please specify)

3) Events leading up to the incident:

(Please specify)

4) Please indicate the investigative procedures carried out:

Interviewed pupils involved	Interviewed witnesses	Discussed with parent(s)/Carer(s) of victim(s)	Discussed with parent(s)/Carer(s) of perpetrator(s)
Other (please state)			

5) Resolution of the incident:

(please specify)

6) Please indicate action taken with respect to the perpetrator(s):

Support from staff	Support from other pupils	Counseling	Peer mediation	Restorative practice
Verbal reprimand	Final Warning	Written Punishment	Detention	Exclusion

Letter to parent(s)/Carer(s)		Police Involvement		Other agency		Other action		
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7) Please indicate action taken to support victim(s):

Support from staff		Letters to parent(s)/Carer(s)	
Support from other pupils		External agency involvement	
Other (please specify)			

8) Please indicate at what stages, if any, this will be monitored/reviewed:

One week		One month		Six months		Other	
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Incident closed Date of closure:

Further comment, if required:

Signature:

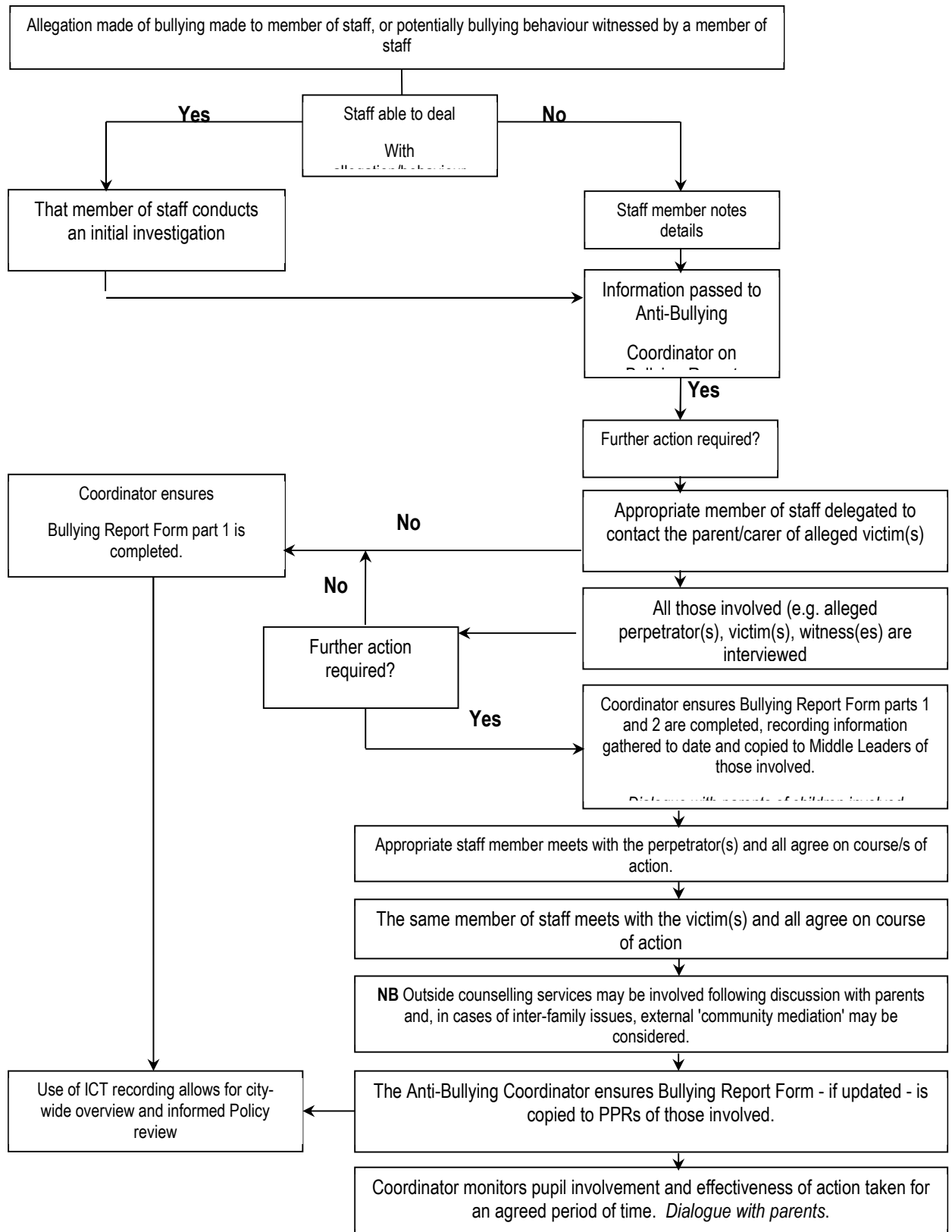
Print Name:

Designation:

Date:

This form can only be signed off by a member of SLT.

APPENDIX 2 - PROCESS FOR RESPONDING TO BULLYING INCIDENTS





Behaviour Support Plan

Pupil: [insert pupil name]

Date: 00/00/00

Review Date: 00/00/00

Introduction

This Behaviour Support Plan has been developed due to ongoing concerns about [insert pupil name]'s behaviour towards other pupils. Staff observations and reports indicate a pattern of:

- Name calling and the use of threatening or intimidating language
- Intimidating behaviour towards others
- Targeting of specific peers
- Deliberately provoking other pupils

This behaviour is unacceptable and cannot continue, as the safety and wellbeing of all pupils must be protected. However, we believe that with the right guidance, structure, and support, [insert pupil name] can learn alternative ways to manage his emotions, make better choices, and develop positive relationships with his peers.

This plan is designed to:

- Help [insert pupil name] understand the impact of his behaviour on others
- Support him in developing more appropriate social and emotional skills
- Set clear expectations and boundaries
- Ensure consistency between school, [insert pupil name], and his parent(s)/carer(s)

This plan will only be effective if we work together and communicate openly and honestly.

What we expect from [insert pupil name]

[insert pupil name] is expected to:

- Stop all targeting behaviour (verbal or physical) and make immediate efforts to correct his behaviour if difficulties arise
- Treat all pupils and staff with respect
- Keep hands, feet, and objects to himself
- Use kind and appropriate language and respond to adult intervention when language is not appropriate
- Walk away from situations that may lead to conflict

- Ask a trusted adult for help when feeling angry, frustrated, or overwhelmed
- Attend all support sessions and engage positively
- Be honest about his behaviour, take responsibility for his actions, and show willingness to put things right

Support the School will offer:

1. Daily check-in with PDWB mentor

- [insert pupil name] will meet with a designated PDWB mentor each morning to provide a calm and supportive start to the day
- This time will allow [insert pupil name] to share concerns and set daily behaviour goals
- A brief end-of-day check-in will review successes, challenges, and next steps

2. One-to-One sessions with Barnardo's resilience worker

Weekly sessions will focus on:

- Understanding why hurtful or threatening language is harmful
- Recognising the impact of behaviour on others
- Identifying triggers that lead to unkind behaviour
- Building empathy and awareness of others' feelings
- Learning constructive ways to manage anger and frustration
- Developing confidence and self-esteem in positive ways
- Building healthy friendships and appropriate social skills

3. Anger management support with Senior Mental Health Lead

Sessions will support [insert pupil name] to:

- Recognise early signs that he is becoming angry or dysregulated
- Learn and practise calming strategies (e.g. breathing techniques, counting, taking space)
- Develop a personal "anger management toolkit" (including work on *starving the anger gremlin*)
- Practise using these strategies in school with adult support

4. Social skills and relationship work

Focused support will cover:

- How to make and maintain friendships in positive ways
- Understanding boundaries, personal space, and consent
- Resolving conflict without aggression or intimidation
- Understanding the difference between banter and bullying or abuse
- Recognising and respecting others' feelings and responding appropriately when someone says "no", "stop", or shows discomfort

5. Restorative conversations

- Following incidents, [insert pupil name] will take part in restorative conversations with trained staff
- These discussions focus on what happened, who was affected, and how harm can be repaired
- The purpose of restorative work is learning, accountability, and rebuilding trust – not punishment or blame
- Where appropriate and safe, and only with agreement from all parties, this may include restorative meetings with affected pupils, supported carefully by staff

6. Additional therapeutic support (If needed)

Depending on progress and need, further support may include:

- Draw and Talk Therapy – to help [insert pupil name] express emotions that are difficult to verbalise
- Dog Therapy – to develop calm, gentle interactions and emotional regulation
- Additional mental health support – if underlying emotional or mental health needs are identified

7. Form tutor support

- Regular communication with [insert pupil name] regarding behaviour and progress
- Positive reinforcement and recognition when good choices are made
- Clear, consistent consequences if targeting behaviour occurs
- Adjustments to seating plans to support positive peer interactions
- Ongoing monitoring of peer relationships and classroom behaviour

Clear consequences for behaviour

While we want [insert pupil name] to succeed, the school has a responsibility to keep all pupils safe. Any targeting behaviour will result in consequences in line with the school behaviour policy.

Depending on severity and frequency, consequences may include:

- Loss of break or lunchtime privileges
- Removal from lessons (working in isolation)
- Internal exclusion
- Fixed-term suspension
- In serious or persistent cases, consideration of permanent exclusion

All incidents will be recorded. Incidents may be reported to external agencies if:

- There is a safeguarding or child protection concern
- The behaviour may constitute a criminal offence
- There is a serious or immediate risk to others

[insert pupil name]'s parent(s)/carer(s) will be informed following any targeting incident.

What we need from [insert pupil name]'s parent(s)/carer(s)

We ask parent(s)/carer(s) to:

- Support and reinforce this plan at home
- Speak with [insert pupil name] regularly about respectful behaviour and positive choices
- Reinforce the message that targeting or intimidating others is never acceptable
- Attend review meetings and engage in open communication with school
- Inform school of any changes at home that may affect [insert pupil name]'s wellbeing
- Praise and recognise positive behaviour and effort
- Follow through with agreed home-based support strategies
- Be honest if things feel difficult – we are here to support the whole family

Monitoring and Review

Daily

- Morning and end-of-day mentor check-ins
- Ongoing monitoring by form tutor and staff
- Behaviour logs completed where necessary

Weekly

- Weekly review of progress between [insert pupil name] and PDWB mentor
- Behaviour update shared with [insert pupil name]'s parent(s)/carer(s)

- Update provided to Senior Mental Health Lead

Formal Reviews

- Initial review after 2 weeks
- Mid-point review after 4 weeks (including, [insert pupil name], his parent(s)/carer(s), school mentor, form tutor, and SLT)
- Final review after 6–8 weeks to determine next steps

What success looks like

This plan will be considered successful when:

- There are no incidents of targeted verbal or physical behaviour
- [insert pupil name] uses strategies to manage anger and frustration appropriately
- Positive peer relationships are developing
- Other pupils report feeling safe around [insert pupil name]
- [insert pupil name] takes responsibility for his actions and works to repair harm
- Engagement in lessons and school life improves
- Parent(s)/carer(s) reports positive changes at home

Next steps

If the plan is successful:

- [insert pupil name]'s progress will be celebrated
- Support may be gradually reduced while monitoring continues

If the plan is not successful:

- Support and interventions will be reviewed and adjusted
- Additional external agency involvement may be required (e.g. Youth Justice Service, Social Care, Police)
- Further consequences in line with school policy will be applied
- In serious cases, alternative provision or exclusion may be considered

Safeguarding Information

Bullying is recognised as a form of child-on-child abuse and is a safeguarding concern. All incidents will be recorded and managed in line with safeguarding procedures. Where necessary, concerns will be referred to external agencies, including social care or the police.

Agreement

By signing this plan, we agree to:

- Work together in partnership
- Follow through on our commitments
- Communicate openly and honestly
- Review progress regularly
- Prioritise the safety and wellbeing of all pupils

Parent/Carer signature: _____ **Date:** _____

School representative: _____ **Date:** _____

Key Contacts

- Form Tutor: [insert name]
- Mentor(s): [insert name]
- Senior Mental Health Lead: [insert name]
- Barnardo's Mental Health Practitioner: [insert name]
- SLT Contact / Safeguarding and Behaviour Lead: Mr(s) X
- Headteacher: Mrs. Laughton

We believe [insert pupil name] can make positive changes. With clear expectations, consistent support, and strong collaboration between school and home, this plan aims to help [insert pupil name] feel supported, learn new strategies, and build safe, respectful relationships.

Behaviour Support Plan – Pupil Version

This plan is to help me do better in school and feel safe and happy with other people.

What I need to do

I will:

- Be kind and respectful to other pupils and adults
- Stop targeting or picking on anyone
- Keep my hands, feet, and objects to myself
- Use appropriate language
- Walk away if I feel angry or annoyed
- Ask an adult for help when things feel hard
- Try my best to use the strategies I am being taught
- Be honest about my behaviour and take responsibility for my choices

How school will help me

School will help me by:

- Checking in with me every morning and at the end of the day
- Helping me talk about my feelings and worries
- Teaching me ways to stay calm and manage anger
- Helping me learn how to make and keep friends
- Supporting me if things go wrong and helping me put them right

What happens if I make good choices

- Adults will notice and praise me
- My parent(s)/carer(s) will hear about my progress
- I will be trusted with more independence
- School will celebrate my improvements

What happens if I make unsafe or unkind choices

- An adult will talk to me about what happened
- I will be expected to take responsibility and make things right
- There may be consequences, in line with school rules

- My parent(s)/carer(s) will be informed

My promise

- I understand that my behaviour affects other people.
- I will try my best to follow this plan and make positive choices.

Pupil signature: _____ **Date:** _____