



Windsor High School and Sixth Form

Anti-Bullying Policy

Responsible Committee:	Windsor Local Advisory Board
Policy Co-ordinating Officer:	Deputy Headteacher – Student Services
Date revised by Windsor Local Advisory Board:	October 2024
Next review date:	October 2025

Anti-Bullying Policy

Rationale:

It is the basic entitlement of all students at Windsor High School and Sixth Form that they receive their education free from humiliation, oppression and abuse and in a caring and secure atmosphere where differences and needs are valued.

We are a **telling** school.

If bullying does occur, all students should be able to tell and know that incidents will be dealt with properly and effectively.

Aim:

To prevent bullying

This policy aims to clearly emphasise that bullying in any form; verbal; physical; emotional; or via texts, social media or the internet, will not be tolerated by students or staff attending Windsor High School and Sixth Form and is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying.

This is achieved by:

- Raising awareness of students, parents and staff so that there is a common understanding of what is meant by bullying. This includes an understanding of STOP (Several Times On Purpose).
- Raising awareness of students, parents and staff so that there is a common understanding that it is, "OK to tell".
- Dealing effectively with bullying as it is reported following the STOP procedure.
- Providing support for victims.
- Providing support for perpetrators.
- Providing support for parents.

Implementation:

Definition of bullying

Bullying is a repeated, deliberate action with the intent of threatening, frightening, hurting or excluding someone, happening Several Times On Purpose.

Persistent Bullying	One-Off
<p>A deliberate, conscious persistent and repeated desire to verbally, physically, psychologically or emotionally hurt another person or cause them unnecessary stress. This can include repeated online behaviour that is intended to hurt, humiliate, intimidate or upset the victim.</p> <p>Examples (not exhaustive) include:</p>	<p>A single incident in which the victim is made to feel hurt, humiliated, intimidated or upset will be considered as bullying if there is a clear power imbalance between the perpetrator and the victim. Such a power imbalance might be created by:</p> <ul style="list-style-type: none">• The perpetrator clearly being older, bigger or stronger than the victim.

<ul style="list-style-type: none"> • Actual physical harm, damage to property • Verbal abuse (including sexual or racial harassment) • Extortion • Emotional bullying, such as exclusion from friendship groups, ignoring someone or making inappropriate signs at someone • Malicious gossip • Cyber bullying – abusing social network sites including Facebook, Instagram, X, Edmodo, Viber, YouTube, Kik, Ask.FM, Tumblr, Mufy/media sites, Tik Tok and any other sites developed subsequent to this policy, outside and during school hours, including all school outings and events • Coercing a third party to bully and individual • Theft • Non-verbal threatening gestures • Intimidatory messages – the production, display or circulation of written words, pictures or other materials aimed at intimidation, name belittling and gestures • Graffiti • Sniggering or sarcastic remarks • Homophobic - name calling, graffiti, spreading rumours about a person's sexual orientation, taunting a person of a different sexual orientation • Racial – discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background. 	<ul style="list-style-type: none"> • The perpetrator being part of a group, while the victim is on their own or part of a much smaller group. • The victim clearly being more vulnerable by virtue of their physical appearance or personality.
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Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

Bullying is not:

- A one-off comment said in anger in which there is no evident power imbalance between the students involved.
- An argument between two students where both have been guilty of similarly offensive or threatening remarks.
- A physical altercation between two students in which both have been willing participants

Reporting

It is crucial that the victim reports a bullying incident to a member of staff. This would normally be their form tutor or Head of Year but it can be to anyone who they trust. The school's first priority will be to address this issue. With this in mind, the perpetrator(s) will always be spoken to very quickly and given clear warnings about their conduct while our investigations are ongoing. It is exceptionally rare for any of our students to ignore such advice. It is also not unusual for the victim of bullying to feel that it cannot be resolved by the school, or that school action will make the situation worse. This is not the case. Strong, coordinated and urgent action by the school does have an immediate and lasting impact.

In our experience, bullies do not continue a campaign against students when they know the victim will immediately report them to a member of staff. Nevertheless, we recognise that it still takes great courage for a victim to choose to speak out. There is no substitute for taking this action however. There is no greater deterrent for a bully than a student who is willing to speak openly about what is happening to them.

In the vast majority of cases, issues of this nature are resolved very quickly once they have been reported to us. On very rare occasions, however, we see short-term improvements only for the perpetrator to start again some time later. It is crucial that the victim or their parent immediately reports such recurrences to us as the consequences for the perpetrator will be increased if they are found guilty of such behaviour.

Our Guiding Principles

Bullying affects everyone

- When someone is being bullied, or is a bully, the school, home and the immediate associates of the victim and perpetrator are affected.

It is right to tell

- If you are being bullied then it is the right action to tell someone at school or at home.
- If you witness bullying or are told that someone is being bullied then tell someone at school or at home.

All reported incidents will be followed up

- Every reported incident will be investigated thoroughly and dealt with effectively in line with the School Behaviour policy and following the STOP procedure.

Victims will be supported

- The school will deploy strategies to support the victim of bullying.

Perpetrators will be supported

- Appropriate sanctions will be deployed in line with the Behaviour policies.
- Appropriate support will be offered to perpetrators to help them modify their future behaviour.

Support will be offered to associates

- Students who help stop bullying will be offered support.
- Students who report incidents of bullying will be offered support.
- Parents/carers will be offered support.

All incidents will be recorded

- Reported incidents and the outcomes will be logged in line with our School Behaviour policy – Student Referral Structure.

Literature will be available for parents and students

- Student bullying leaflets are available from school and can be easily accessed from the library displays and HOH.
- Parent bullying leaflets are available from school and can be easily accessed via HOH, reception and displays.
- STOP has a prominent place and is clearly signposted in student's planners.

Process:

Once a bullying complaint has been received, it will be forwarded to the Head of House and investigated. The Head of House will normally take personal responsibility for the investigation, although more senior staff may take the lead role under specific circumstances.

The alleged perpetrator(s) will be spoken to as soon as possible. Particular priority will be given to ensuring that the victim does not suffer any reprisals from the alleged perpetrator or their associates while the investigation is ongoing.

If the complaint is upheld, sanctions will be issued as appropriate. Such sanctions may range from a period of isolation to a fixed term exclusion, depending on the seriousness of the incident in question. Any exclusions will be discussed and authorised by the Headteacher. Parents of both the victim and the perpetrator will be informed of the issue and consequences of the school's investigations.

In most cases, a restorative meeting will be offered between the victim and the perpetrator. This can help to draw a line under the issue and help all parties to move on. On some occasions, the victim may not wish to have such a meeting and, in these circumstances, their wishes will be respected.

All incidents of confirmed persistent bullying will be reported, via the Deputy Headteacher, to the Governors' Culture & Ethos committee.

Record keeping

Reports of bullying will be discussed on a regular basis by the pastoral leads in their formal meeting with the Deputy Headteacher and a record kept. Careful written records will be kept of the incident in question and the sanctions that have been applied. Subject teachers may also be made aware of any tensions between students in the same classes.

Strategies

Raising Awareness

Personnel

- Raise awareness of governors, teaching and support staff so that there is a common understanding of what is meant by bullying and that is, "OK TO TELL" and that we will STOP it.
- All governors, teaching and support staff should be familiar with the school policy on bullying and should follow it when bullying is reported.

Students and Parents/Carers

- Raise awareness of students and parents/carers so that there is a common understanding of what is meant by bullying and that is, “OK TO TELL” and that we will STOP it.

Curriculum Areas

- All curriculum areas should reinforce the atmosphere of, “It’s OK to tell” and that we will STOP it.
- Art, English, Drama and the Library should promote regular Anti-Bullying work.
- PSHCE should promote regular Anti-Bullying work.

Pastoral Structure

- Year and House assemblies will be used as a tool for promoting work on Anti-Bullying.
- There will be a timetabled week of Anti-Bullying assemblies to coincide with the national Anti-Bullying Week.

Student Voice

- Anti-Bullying will be an item for discussion on Form, House and School Council agendas.
- Students and Parent Bullying Leaflets will be reviewed annually by School Council – autumn term.

Displays

- Appropriate materials to be displayed around school.

Literature

- All students are made aware of a leaflet defining bullying and giving advice based on the School’s Guiding Principles and where to find key policies including child friendly anti-bullying policy created by the ambassadors.
- STOP has a prominent place and is clearly signposted on student’s iPads.
- All parents/carers are sent an information leaflet explaining the School’s Policy and what signs to look for.
- Anti-Bullying week – advertised on newsletter.

Actions

Reported Incidents

- Reported incident will be recorded in line with the School Behaviour policy.
- All incidents will be taken seriously and fully investigated via the Pastoral Structure.
- Parents will be kept fully informed throughout.
- Outcomes will be recorded in line with the School Behaviour policy.

Staff Training

- Via House Pastoral Meetings.
- Discreet INSET provision.

Sanctions

- Sanctions used are in line with the School’s Behaviour Policy.

Support Structures

Specific support will be offered to victims, perpetrators and parents as follows and as appropriate:

Parent Support

- Parenting group work.
- Point of contact identified in school.
- Outside support agencies available.

Victim Support

- Circle time
- Circle of friends
- Peer mentoring
- Counselling
- Self Esteem raising
- PSHCE programmes

Perpetrator

- Anger management
- Counselling
- Specific programmes tailored to the individual
- PSHCE programmes

Environment

- Safe place are identified and available during non-supervised time.
- Posters and messages clearly visible around school.
- Staff duty rota identifies and covers potential "Hot Spots".

Monitoring

Monitoring, evaluation and review

The Form Tutor and Head of House will play a key role in supporting the victim in the aftermath of a bullying incident.

This support will include:

- Taking time to talk to the victim about the actions that have been taken by the school
- Giving advice about how to avoid contact with the perpetrator and their associates in future.
- Providing support from staff and/or their peers to ensure that they feel safe during the school day.

In the weeks that follow, the Form Tutor will proactively check with the victim if there has been any recurrence of these issues.

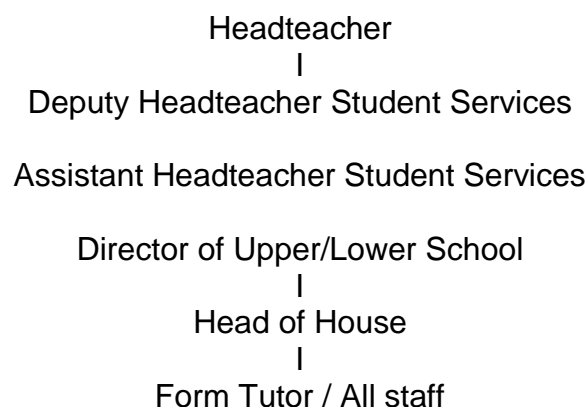
We also recognise that the perpetrator often needs support and positive guidance in these circumstances. Once the sanction has been served and any restorative processes completed, the perpetrator may also need additional support and encouragement to ensure that such issues do not recur. This may involve ongoing advice and oversight from their Form Tutor, Head of House and other pastoral staff.

This takes place via the following:

- Surveys for parents, students and staff
- Tutor Groups/Form Council discussions
- House Senate Minutes
- School Senate Minutes
- House Pastoral Team Meetings
- Heads of House Meetings
- Leadership Team Meetings

A senior member of the school staff will be identified to lead on the implementation of the policy. The school will review the policy annually and assess its implementation and effectiveness.

Line Management



STOP

Level	Description	Aggressor	Recipient	Response	
Joking	Where two or more students think actions are funny. This normally happens between friends and it is seen as a joke by everyone.	Amused	Amused	None	None
Teasing	Where one student or a group of students makes a comment to another which isn't found funny or upsetting.	Amused	Harmless	Warning to ensure that other student is 'happy' with the teasing and avoid it getting worse.	Confirmation that the student considers this teasing and isn't upset.
The Limit	This is where the actions taken by one student or a group of students hurt another student without knowing. The other student doesn't find the actions funny and is hurt or upset.	Amused/ Harmless	Hurt and upset	STOP Warning issued to student and parent. Discussion and support to the student who has reached the limit.	To work with student who is upset or hurt and highlight the importance of not retaliating.
Bullying	Bullying is where one student or a group of students deliberately hurt or upset another student numerous times. If a student has already received a STOP warning and they hurt or upset the the student again it is classed as bullying.	Hurtful, upsetting & Repeated	Hurt and upset	Sanction – Minimum 1 day refocus Repeat Offender – 2 day Refocus minimum Restorative Justice session – Meeting with student to stop this from happening again. Conversation with parents. Notes of bullying action in file Relationship building between students if appropriate.	To work with student who is upset or hurt and highlight the importance of not retaliating.
Assault	Assault is where to action taken by one student that is intended to hurt. This could be verbal, physical, emotional or social but must be an isolated incident (otherwise it would be bullying).	Hurtful	Hurt and upset	Sanction – Minimum 1 day refocus Restorative Justice session – Meeting with student to stop this from happening again.	To work with student who is upset or hurt and highlight the importance of not retaliating.
Retaliation	Retaliation is where someone who has been assaulted or bullied deliberately hurts the person who bullied or assaulted them. This is different to Self Defence where a student is preventing immediate hurt or upset.	Hurtful	Hurt	N/A	Sanction in line with School policy Restorative Justice session – Meeting to educate student about the importance of walking away. STOP warning issued if needed