



WINDERMERE  
SCHOOL

## ANTI BULLYING POLICY

**This Policy is applicable to all students, including those in the Early Years Foundation Stage.**

**This policy has been written taking note of the non – statutory DfE advice <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> (July 2017)**

**This policy is available to everyone on our school website [www.windermereschool.co.uk](http://www.windermereschool.co.uk) or as a hard copy from the school offices.**

### BULLYING: AN OVERALL POLICY

*At Windermere School, every student and member of staff should feel safe from any abusive, threatening or unpleasant behaviour. Members of Staff should be able to operate on the clear understanding that students will behave towards them with courtesy, cooperativeness and obedience to legitimate rules and instructions. Students must be able to expect the highest standards in teachers' behaviour and attitudes towards them. Members of Staff should always set high standards for how students behave towards each other.*

Our purpose in this area is: -

- to provide a safe, secure environment for all students;
- to encourage an atmosphere of respect for each member of our community;
- to create a supportive climate and break down any code of secrecy;
- to counter, and if possible, eliminate any idea that bullying is inevitably part of school life;
- to work within an agreed set of procedures;
- to involve the whole Staff and the students in eradicating bullying.

### A WORKING DEFINITION OF BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. (Preventing and Tackling Bullying (October 2014))

Bullying can occur through several types of anti-social behaviour. It can be: -

a) **PHYSICAL**

A child can be physically punched, kicked, hit, spat at, etc.

b) **VERBAL**

Verbal abuse can take the form of name-calling. It may be directed towards gender, ethnic origin, physical/social disability, special educational needs, religion, culture, sex, homophobia or personality, etc. It must be stressed 'banter' is never appropriate and will be treated as a form of bullying if this activity is sustained.

c) **EXCLUSION**

A child can be bullied simply by being excluded from discussions or activities with those they believe to be their friends.

d) **DAMAGE TO PROPERTY OR THEFT**

Students may have their property damaged or stolen. The bully may use physical threats in order that the student hands over property to them.

e) **CYBER-BULLYING** (A specific policy has been developed to deal with this type of bullying – please see Policy 3.10ai – Cyberbullying)

This is a method of bullying rather than a type of bullying. It includes bullying via text message, via instant messenger services and social network sites; via e-mail and via images or videos posted on the Internet; or spread via mobile phone.

It must be recognised that abuse can take place wholly online and that technology can be used to facilitate other types of bullying.

f) **PEER ON PEER ABUSE** (Please see Policy 3.7a – Safeguarding)

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals.

Although in peer on peer bullying it is usual for boys to be perpetrators and girls to victims, staff must be aware that this will not always be the case.

## INTRODUCTION

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch and less aggressive students can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating or threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or student, should have to accept that type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the School.

The School believes that its students have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

All institutions, both large and small, contain some members of the community with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. The School also has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is **WRONG** and will not be tolerated.

It is important therefore that the School has a clear written policy to promote this belief, where both students and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

## THE FOLLOWING ACTION WILL BE TAKEN WHEN BULLYING IS SUSPECTED.

If bullying is suspected we will interview the suspected victim, the suspected bully and any witnesses.

If any degree of bullying is identified, the following action will be taken:-

Help, support and counselling will be given as is appropriate to both the victims and the bullies:

We support the **victims** in the following ways:

- By offering them an immediate opportunity to talk about the experience with a suitable member of the school community if they choose.
- Discussing the issues with the victims' parents/guardians.
- By offering continuing support when they feel they need it.
- Making any appropriate arrangements to make their lives easier when at school; it should be noted that it will be done so as to allow the student to gain in confidence and integrate back into the community with comfort.

We also discipline, yet try to help the **bullies** in the following ways:

- By talking about what happened, to discover why they became involved.
- Discussing the events and appropriate actions with the bullies' parents/guardians.
- By continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible

## **AN AGE SPECIFIC APPROACH FOR EYFS STUDENTS**

### **Achieving Positive Behaviour**

We recognise that rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.

We recognise that fantasy play also contains violent dramatic strategies with themes often referring to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

#### *Hurtful behaviour in the Under Fives*

For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. We recognise that young children behave in hurtful ways because they have not yet developed the means to manage intense feelings that overwhelm them. We do not engage in punitive responses to a young child's rage as that will have the opposite effect.

### **Early Years**

The Head of Early Years and KS1 is required to keep up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.

They are also required to access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development and check that all staff have relevant in-service training on promoting positive behaviour.

## **PROCEDURES**

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect those used by members of staff. We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

Cases of bullying/suspected bullying that are observed in class, around the School or in the boarding houses must always be taken seriously. Any occurrence that cannot be simply sorted out and dealt with should be discussed immediately with the relevant Tutor/HoS or HoM.

Discussions will normally involve the member of Staff who originally reported the incident; if this is (for good reason) not the case, the Tutor/HoS will report back to the member of Staff who reported the incident.

**All cases will be recorded on the Discipline Log and a written record kept on SIMS, using an incident form found under Staff Shared under 'INCIDENTS' (appendix 5)**

## **Elleray**

- The Tutor of the student or students involved will liaise with the Head of Elleray Campus or DSL, if felt necessary, and decide on appropriate action.
- The Head of Elleray Campus will be notified of any cases of bullying or of any on-going situation. In very serious cases, the Head of Elleray will, in consultation with others, take the final decision about how the matter is to be dealt with and resolved.

## **Browhead**

- The HoM or HoS of the student or students involved will liaise with the Tutor if felt necessary and decide on appropriate action.
- The Deputy Head (Pastoral) or DLSs will be notified of any serious case of bullying or of any on-going situation, and will keep the Head informed. In very serious cases, the Deputy Head (Pastoral) or Head will, in consultation with others, take the final decision about how the matter is to be dealt with.

## **DISCIPLINARY STEPS ACROSS SCHOOL:**

The perpetrator will be interviewed and:

- They will be warned officially to stop offending.
- Informing and meeting with the bullies parents/guardians.
- If they do not stop bullying they will be suspended for a minor fixed period (one or two days).
- In all cases the school will ensure that they taken into account any extraneous circumstances that may influence a student's behaviour.
- If they will not end such behaviour, they will be recommended for permanent exclusion. In such cases a period of suspension will be served followed by a disciplinary hearing. The hearing will be conducted by three members of the School community with little knowledge of the events, and will recommend further action to the Head, who will make the final decision. The student and parents then have the right to appeal to the governing body.

## **RAISING AWARENESS**

### **STAFF**

All staff will be trained periodically so that the principles of the School policy are understood, their legal responsibilities are known, actions are discussed with reference to different cases and how to resolve and prevent these problems reoccurring.

Windermere School are keen to support the staff body in resolving any bullying issues, this may be through in-House support or by investing in specialized skills.

The Pastoral and Safeguarding Teams will regularly assess the needs of their students including those with special educational needs or disabilities. Also, special consideration will be given to students who are lesbian, gay, bisexual and transgender (LGBT) so that their journey through school is seamless and they feel safe and respected in our community.

## **STUDENTS**

Through all lessons but specifically in the Life Skills programme, Reflections and Assemblies the community will be encouraged to discuss the difference between people and the importance of avoiding prejudiced based language.

In safe environments such as tutor groups students are encouraged to talk about incidents and how they believe people should behave. Everyone is encouraged at Windermere School to play their part in preventing bullying in our community including times when they are bystanders and need to challenge the behaviour of others.

### ***THE SCHOOL UNDERTAKES TO:***

- Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
- Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the Life Skills programme, Reflections, Drama productions and literature discussion.
- To train staff periodically on the bullying policy and their responsibility to resolve and prevent problems when appropriate.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Review the School Policy and its degree of success.
- Have a firm but fair discipline structure (see separate Discipline Policy).
- Not use teaching materials or equipment, which gives a bad or negative view of any group because of their ethnic origin, sex, etc.
- Encourage students to discuss how they get on with other people and to form positive attitudes towards other people, including a review of what friendship is really about.
- Encourage students to treat everyone with respect.
- Monitor for patterns in bullying considering students, places and times, and use the information to alter systems and reduce the incidences of bullying in the future. The Deputy Head supported by the pastoral team will take responsibility for the monitoring.
- Monitor activity on the network and Internet in school to identify any cyber-bullying.
- Discuss bullying issues with the staff team when appropriate, and at least every term in a staff meeting.
- Raise awareness of bullying with the staff team through appropriate and timely training.
- Ensure that no initiation ceremonies take place where the intention is to cause pain, anxiety or humiliation.
- Support any students who are being bullied
- Give help and guidance to students who may bully others
- Treat bullying as a serious offence and take every possible action to eradicate it from our School.

## APPENDIX 1

### **RESPONSIBILITIES OF THE SCHOOL AND ITS STAFF**

- Windermere School believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Windermere School does not condone or sanction corporal sanction in accordance with the School Standards and Framework Bill (amendment) 1998.
- Staff should follow the advice to staff in conjunction with this policy – appendix 3.
- Every effort should be made to follow up each case to ensure that the victim is given support and to prevent any recurrence.
- The bully will be judged as someone who also needs support and will be worked with closely following any appropriate sanction.
- If felt necessary and in consultation with the parents, both the victim and the bully will be offered counselling from an external agency. In the majority of cases this will be financed by the parents.
- Staff dealing with individual bullying incidences should make clear to parents of victims and bullies the actions being taken, why we are taking them and what the parents can do to help us and reinforce our actions.
- In dealing with the bully, staff should make it clear that the behaviour is unacceptable and also stress the serious consequences of repetition. Staff should not 'bully the bully'.
- Students must be made aware of whom they can talk to in confidence (Boarding House Teams and Tutors, other members of staff who they know well etc.) and must know that the information will be acted upon discreetly and sensitively.
- Staff need to be aware of areas of the School where bullying might take place and be sensitive to the times and situations when it may occur.
- Opportunities should be taken in the delivery of pastoral care and as appropriate in Assemblies to explain School policy on bullying. Staff may also make use of opportune moments in the curriculum to highlight the issue of bullying and to reinforce this message.
- Staff should be aware of any hate crime language and actions, which are a form of bullying. Please see policy on Anti-Hate Crime.
- Staff should, as always, watch for early signs of distress in students - deterioration of work, spurious illness, isolation, desire to remain with adults, erratic attendance. They may be the early signs of bullying - though there may be other causes.
- Staff will be trained in dealing with incidences of bullying and how to deal effectively with both the bully and the bullied. Staff will also be trained in being vigilant to all types of bullying including cyber-bullying. <https://www.anti-bullyingalliance.org.uk/tools-information/free-cpd-online-training>
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

## **APPENDIX 2**

### **ADVICE TO STUDENTS – WHAT DO YOU NEED TO KNOW ABOUT BULLYING TO KEEP YOURSELF SAFE AND THOSE AROUND YOU?**

The School aims to create a friendly, happy environment where every student can feel safe from any abusive, threatening or unpleasant behaviour. You can help us to achieve this by doing all you can to watch out for, avoid, report and help to prevent BULLYING.

We all have our part to play in preventing bullying at Windermere School. It should be remembered that bullying can cause life-long psychological damage to a person.

#### **WHAT IS BULLYING?**

Some types of bullying are obvious: e.g. physical attacks on people, such as hitting, pushing, nudging, barging, mobbing in a queue - all intended to hurt or upset the victim. There is also non-physical bullying, e.g. verbal abuse making fun of someone's name, pretending to be a friend when you behave badly towards a person "frenemy", commenting on looks negatively, intelligence, size or race; taking someone's bag or other possessions; threatening someone; excluding someone from a group or from a particular event or activity; being 'bitchy' to someone; extorting someone's homework to copy; putting pressure on someone to 'lend' money.

But there are also types of behaviour which are not so obviously 'bullying'; they may seem to be excusable as 'just having fun', but they cause distress or pain, and so are unacceptable; e.g. 'gentle' ribbing, tripping up someone 'for fun', throwing around someone's pencil case. There is a very fine line between friendly teasing where the 'victim' shares the joke, and the kind of teasing which upsets the victim even if he or she tries not to show it.

#### **WHO DOES THE BULLYING?**

- Sometimes an individual will hurt another, who may be younger, smaller or weaker.
- Sometimes a group of people may cause the problem - perhaps led by one dominant person with whom the others want to keep in favour.
- Often there is a regular victim who is teased by nearly everyone - even you.

#### **WHY DO PEOPLE BULLY?**

- By making someone else feel/look small, you can feel more powerful, 'better' or 'bigger'.
- By making fun of someone, you get others laughing - so you feel 'clever' and approved of.
- You may want to keep in with an individual, or a group, and you think showing how 'big' you are will help you achieve this.
- You may simply not realise the hurtful effect your words/actions are having on someone.
- You may get involved in a conflict with someone else that gets out of hand.
- You may feel angry or hurt about something and take out your feelings on someone who irritates you or gets in your way.
- Rarely, there may be a 'victim' who seems deliberately and persistently to 'ask for' trouble who pushes you too far one day.

## WHAT DO YOU DO ABOUT BULLYING?

- Don't be unpleasant yourself! That means watching your own behaviour to make sure you are not guilty of any of the types of unpleasantness mentioned above - or any others.
- As far as you can, persuade others not to be unpleasant; don't join them.
- If you yourself are bullied, do not retaliate; that puts you in the wrong, and makes it easy for the bully to claim that the incident was as much your fault as his or hers.
- If you tend to be picked on, avoid the times and places where this is most likely to happen; try always to walk with a friend;
- If you find someone's behaviour unacceptable or threatening, whether to you or to someone else **REPORT IT** to someone in authority: a teacher, your parents, or if you are happier, a senior student. Persuade a friend to go with you to do this if you are worried about accusations of telling tales or any other retaliation.
- **Remember: your silence makes it easier for bullies to bully.**
- **Remember bullying can cause life-long psychological damage. It is important that we all take responsibility for any bullying behaviour we see and report it quickly.**
- **MOST INCIDENTS OF BULLYING CAN BE QUITE EASILY SORTED OUT IF THEY ARE REPORTED IN TIME. THE SCHOOL IS COMMITTED AS FAR AS HUMANLY POSSIBLE TO ELIMINATING BULLYING; EVERYONE WILL HELP.**

## WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

***Remember that your silence is the bully's greatest weapon!***

- Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive - shout "No!" and walk confidently away. Go straight to a teacher or member of staff.
- Fighting back may make things worse. If you decide you want to fight back, talk to a teacher or parent/guardian first.
- Generally, it is best to tell an adult you trust straight away. You will get immediate support.
- Tell the bully why you object to their behaviour.

***Teachers will take you seriously and will deal with bullies in a way that will end the bullying and will not make things worse for you.***

## IF YOU KNOW SOMEONE IS BEING BULLIED:

- TAKE ACTION! Watching and doing nothing looks as if you think what the bully is doing is acceptable. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble
- Do remember it is the bully's behaviour which you disagree with, do not be tempted to bully the bully.

## **APPENDIX 3**

### ***ADVICE TO STAFF - IF YOU DO COME ACROSS BULLYING, WHAT CAN YOU DO?***

#### **FIRST STEPS: DO**

- Remain calm; reacting emotionally may add to the bully's fun and give the bully control of the situation.
- Take the incident seriously and take action.
- Reassure the victim; do not make him or her feel inadequate or foolish.
- Discuss with HoS (daytime incidents, Browhead), HoM (evenings and weekends, Browhead), DSLs, Deputy Head (Pastoral) or Head of Elleray Campus and decide together on a way forward.
- Ensure that the incident is noted and recorded.
- If interviews take place ensure two adults are present, one taking notes on an interview form, the other asking questions. The child should be allowed to contact a parent or another member of staff if they want.

#### **AFTER TAKING APPROPRIATE INITIAL ACTION:**

##### **DO**

- Make sure the incident does not live on through reminders from you;
- Try to think ahead to prevent a recurrence of the incident if you have uncovered the 'trigger factor'

##### **DO NOT**

- Be over-protective and refuse to allow the victim to help him or herself;
- Assume that the bully is bad through-and-through; his or her behaviour in this respect is unacceptable, but they have virtues in other areas - try to look objectively at the behaviour with the bully;

## APPENDIX 4

### ADVICE TO PARENTS

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- Remember that bullying can cause life long psychological damage act immediately if you suspect your child is being bullied.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- Make sure your child is fully aware of the School policy concerning bullying, and that they should not be afraid to ask for help.

### ADDITIONAL ADVICE AND SUPPORT

#### The National Bullying Helpline

<https://www.nationalbullyinghelpline.co.uk/>

#### NSPCC

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

#### Young Minds

<https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/>

#### Kooth: For online mental wellbeing

[www.kooth.com](http://www.kooth.com) (Online counselling service)

#### Childline

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-cyberbullying/>

#### Samaritans

<https://www.samaritans.org/how-we-can-help/if-youre-worried-about-someone-else/how-support-someone-youre-worried-about/>

**APPENDIX 2**

**DAY TIME INCIDENT FORM**

Date of Incident: .....

Date on which this form was completed: .....

Member of Staff/Adult reporting: .....

**DESCRIPTION OF INCIDENT -**

**ACTION YOU HAVE TAKEN**

**ACTION NEEDED AND BY WHOM**

**PEOPLE TO BE INFORMED**

**STUDENTS FILES TO WHICH THIS DOCUMENT NEEDS FILING**

|   |              |                |                                   |
|---|--------------|----------------|-----------------------------------|
| Compiled  |              | January 2008   | J Parry                           |
| Approved  |              | January 2008   | A Graham                          |
| Reviewed  |              | December 2009  | J Parry                           |
| Reviewed  |              | December 2010  | J Parry                           |
| Reviewed  |              | Autumn 2010    | J Parry<br>D Dalzell<br>N Stanley |
| Revised   |              | April 2011     | J Parry                           |
| Approved  |              | May 2011       | B Freeman                         |
| Approved  |              | May 2011       | I A Lavender                      |
| Revised   | Version 4    | January 2012   | J Parry                           |
| Approved  |              | January 2012   | I A Lavender                      |
| Revised   | Version 5    | June 2012      | A Greenway                        |
| Approved  |              | July 2012      | B Freeman                         |
| Approved  |              | July 2012      | I A Lavender                      |
| Revised   | Version 5.1  | February 2013  | R Thomas                          |
| Revised   | Version 7    | September 2013 | J Parry                           |
| Approved  |              | September 2013 | I A Lavender                      |
| Revised   | Version 8    | September 2014 | J Parry                           |
| Revised   | Version 9    | September 2015 | J Parry                           |
| Revised   | Version 10   | September 2016 | J Parry                           |
| Revised and reviewed in line with new ISI regulations |              |                |                                   |
| Revised   | Version 16.1 | January 2017   | J Parry/J Davies                  |
| Revised   | Version 17   | September 2017 | J Parry/J Davies                  |
| Revised   | Version 18   | September 2018 | J Parry/J Davies                  |
| Revised   | Version 19   | September 2019 | J Parry/J Davies                  |
| Amended on advice from ISI                            | Version 19.1 | January 2020   | J Parry                           |
| Revised   | Version 20   | September 2020 | L Moses/J Davies                  |
| Approved  | Version 20.1 | September 2020 | I A Lavender                      |