Anti-bullying Policy 2026-2027

Implemented:	**September 2011**
Next Review:	**June 2027**

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 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:

FA ssemblies
Whole Class Circle Time
PSHCEE Lessons
Group/individual discussions
Online modules

4. Equal Opportunities

The school recognises the value of a diverse community and is committed to building and sustaining an environment that embraces individuals from a wide range of backgrounds, skills, and abilities. We actively strive to foster a school culture, led by our governing body, leadership team, and all staff—where everyone feels respected, valued, and treated with fairness, dignity, and tolerance, regardless of individual differences.

This commitment applies to the entire school community, including students, staff, families, and all those connected with the school. We are dedicated to eliminating unlawful discrimination and promoting positive relationships among all members of our community.

5. Roles and responsibilities

The role of students

- Students are encouraged to speak to a trusted adult or approach a designated member of staff identified on the 'Go To Person' chart displayed in classrooms if they are being bullied. If the bullying continues, they should continue to report each incident until the issue is resolved.
- Students are expected to report any bullying they face or witness, even if they are bystanders and not directly involved.
- Students are encouraged to respond to bullying in a safe and assertive manner. They are provided with a range of strategies to help them do this effectively, whether they are the target of bullying or observing it as a bystander.
- Students are expected to understand that repeated bullying will be considered a safeguarding concern and will result in a Behaviour Contract and Warning Letter in line with the Be A GEM policy.

The role of Parents

- Parents who are concerned that their child may be experiencing bullying, or who suspect their child may be involved in bullying others, should contact the child's Form Tutor immediately. The Form Tutor will log the concern, monitor the situation, and provide regular updates to parents over a two-week period, outlining the actions being taken. If the issue persists beyond two weeks, the Form Tutor and parents will discuss the matter and, if necessary, agree to involve the Head of Year for additional support.
- Parents are expected to support the school's Anti-Bullying Policy by actively encouraging their child to behave respectfully and positively as a member of the school community.
-

The role of the Teacher

- **All staff take all forms of bullying seriously and are committed to preventing it from occurring within the school.**
- Anti-bullying awareness is promoted throughout the year through planned events and activities, helping to reinforce why bullying is unacceptable.
- Teachers use a variety of preventative strategies to foster a safe and respectful school environment. These include drama, role-play, storytelling, and curriculum-based discussions that help children understand the effects of bullying and develop empathy. Positive behaviour is promoted and celebrated during circle time, Form Tutor sessions, and assemblies.
- Form Tutors are accountable for managing and monitoring bullying incidents, with support from their Head of Year and other relevant staff.
- Teachers must first register any bullying incident on **Guard on Phoenix** and maintain records of incidents that occur in their classes or that they become aware of within the school. If a staff member who is not the Form Tutor witnesses or is informed of a bullying incident, they must also record it on **Guard on Phoenix**. The **Designated or Deputy Designated Safeguarding Lead (DSL/DDSL)** will then investigate the matter appropriately.
- When bullying occurs between members of a class, the teacher will address the situation immediately. The incident must also be recorded on **Guard on Phoenix**. and then **DSL or DDSL** will carry out a further investigation. Form Tutors may support follow-up by creating awareness among students through

strategies such as whole-class circle time or targeted discussions with those involved, as appropriate.

- Form Tutor will inform the parents, the Head of Year, and a member of the Senior Leadership Team.

- All staff must be familiar with the school's Anti-Bullying Policy and are expected to follow all procedures to identify, record, and respond to bullying in a consistent and effective manner.

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 2026