

Windmill Primary School Anti-Bullying Policy

Reviewed June 2025

The Windmill Way - “We All Belong Here!”

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2024 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

This policy also links closely to the school policies on:-

- Safeguarding and Child protection
- Behaviour
- Values
- PHSE
- Confidentiality
- Complaints
- School Vision
- School Code of Conduct.
- Mobile phone and Social media
- Online safety

Statement of Intent

Windmill Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

At Windmill Primary School we believe that every child, regardless of their age, race, religion, gender or disability should feel safe and secure in and out of school. We aim to create an environment where pupils can grow and flourish without fear. Any form of bullying behaviour will be treated very seriously and will not be tolerated.

Staff, children and parents or carers will be made aware of the school’s position on bullying.

Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this.

Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is the target of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the deputy head or headteacher. A clear account of the incident will be recorded **on CPOMS** All staff will be informed so that close monitoring of the

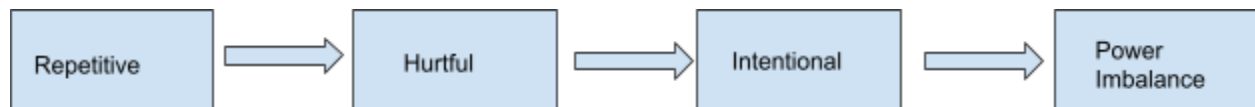
young person who is the target of the bullying and the young person doing the bullying can begin. Parents of both parties will be informed.

Definition of Bullying

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Windmill Primary School we define bullying as:-

The repetitive, intentional hurting of one person or group, either physically or emotionally, by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry.



Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community: Everybody has the right to be treated with respect. Everybody has the right to feel happy and safe. No-one deserves to be a target of bullying. Pupils who carry out bullying behaviour need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Types of bullying behaviour

Bullying can take many forms:-

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour

- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory or discriminatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.

Forms of Discrimination

- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments Homophobic or biphobic - bullying because of sexuality or perceived sexuality Transphobic – because of gender identity or perceived gender identity

Aims of the Policy

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullying behaviour
- To demonstrate that the school takes bullying behaviour seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying behaviour in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be the subject of bullying behaviour..
- To clarify for all pupils and staff that bullying behaviour is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of pupils is paramount.
- To promote an environment where children feel they can trust and tell adults if they are being subjected to bullying behaviour or know about any bullying.
- To promote positive attitudes in pupils (including conflict management training).
- To ensure that all staff are aware of their duty of care to those in their charge and the need to be alert to signs of bullying behaviour..
- To ensure that all staff are aware of procedures through regular training.

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened. In our school we do this by:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school through our mantra of The Windmill Way - “We All Belong Here”.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.

- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.
- Secure the safety of the target of bullying
- Take actions to stop the bullying from happening again.
- Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead. Provide assurances to the child that concerns have been listened to and action will be taken. Consider who else is involved and what roles they have taken.
- Send a clear message that the bullying behaviour must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant), Silver Seal.
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

Reporting Bullying

At Windmill Primary School pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel safe and a responsibility to support others to feel and be safe.

- Pupils are encouraged to report bullying to:-
 - ❖ A trusted adult
 - ❖ The class teacher / TA
 - ❖ A friend or buddy
 - ❖ A family member
- Each class has a worry box where children can report their concerns if they do not feel confident talking to an adult.
- The Home School Link Worker also has a worry box outside her room should a child want to talk to her.
- Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

- Parents and carers are encouraged to report any concerns to the child's class teacher, a member of the SMT or to the headteacher. Parents are not allowed to carry out their own investigations into an allegation of bullying.
- When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.
- A clear and precise account of bullying incidents will be recorded by the school on CPOMs. This will include recording appropriate details regarding decisions and actions taken.

Responding to Bullying

The following steps will be taken when dealing with all incidents of bullying reported to the school (The Oxfordshire Checklist is a useful document see appendix A):

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The headteacher or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- When appropriate Restorative Justice will be used to try to “repair” the relationship
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school on CPOMs. This will include recording appropriate details regarding decisions and action taken.

Support Following an Incident of Bullying

Supporting pupils • Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Restorative Justice will be used where applicable.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have carried out bullying behaviour will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/ policy; this may include official warnings, restore, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Restorative Justice will be used when applicable.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

Cyberbullying

“Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself.” References to teaching about cybersafety can also be found in the PHSE policy and ICT policy.

Types of Cyber Bullying:-

There are 9 identified categories of cyber bullying:

- The use of mobile phones to harass for sending nasty calls or text messages, including threats, intimidation, harassment. Taking and sharing humiliating images.

Videeing other people being harassed and sending these to other phones or internet sites.

- Instant Messenger - Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
- Chat Rooms and Message Boards for sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretenses – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
- Email for sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails
- Webcams for making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.
- Social Network Sites for posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
- Video hosting sites for posting embarrassing, humiliating film of someone
- Virtual Learning Environments for posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
- Gaming Sites, consoles and virtual worlds for name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters.
- Forwarding unwanted messages to other devices in the immediate vicinity.

School Policy on Cyber Bullying

- Only Year 6 pupils are allowed to bring a phone into school. It must be handed to the teacher on arrival who will store it safely until the end of the day.
- Staff have a duty to make sure that they are familiar with their role in dealing with cyberbullying.
- Victims should keep emails and text as evidence for tracing and possible police action.
- The school has a code of conduct for use of the internet and access is screened by a variety of blocks which are updated regularly.
- Teachers must teach safe internet use and strictly apply all school policies.

At Windmill we believe that parental support and understanding in safe use of the net is an essential component in managing cyber bullying

Children should understand that they must tell an adult if they are being bullied in these ways, that they should not delete any bullying messages or texts, but they should never respond to these.

Equal Opportunities

The school's equal opportunities policy will be adhered to all times when implementing the anti-bullying policy.

Health and Safety

A risk assessment will be carried for any case of bullying that puts the health and safety of any child or adult in the school at risk.

Resources

Oxfordshire County Council Intranet has a huge range of resources and links. This can be accessed at:-

- <http://schools.oxfordshire.gov.uk/cms/content/anti-bullying>
- [Full report – the use and effectiveness of anti-bullying strategies in schools \(.pdf format, 2Mb\).](#)
- The Anti-bullying alliance has extensive advice and information for parents and carers including an on-line interactive Anti Bullying tool for parents.
<https://www.anti-bullying.org.uk/tools-iformation/advice-parents>

Resources linked directly to cyberbullying can be found on :-

- <https://www.digizen.org/downloads/cyberbullyingOverview.pdf>
- <http://schools.oxfordshire.gov.uk/cms/content/internet-safety-and-cyberbullying>. This also includes links to recommended websites.
- <http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/antibullying/OCCCyberbullyingGuidanceforSchools.pdf>

Useful Documents to Support this Policy

- [Overview of Sexting Guidance](#)
- [Sexting in Schools and Colleges](#)
- <http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance>
- <http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance>
- <http://www.stonewall.org.uk/get-involved/education/secondary-schools/homophobic-language-materials>
- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- <https://www.gov.uk/government/publications/preventing-and-tackling-bullyinghttp://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance> section
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Review

This policy will be reviewed at least every 3 years.

Checklist for Managing a Bullying Incident

NB: Follow the interview guidelines for all parties – see page 2

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1. Young person tells you they are being bullied or incident is observed	
2. Report to a responsible member of staff	
3. Record incident following Oxon guidelines	
4. Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidelines and record.	
5. Listen to other young people who may have observed the incident. Follow interview guidelines and record.	
6. Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.	
7. If there is evidence or admission of bullying, issue appropriate sanctions following Anti-Bullying policy and behaviour policy. If you are using a restorative approach provide opportunity for young person to reflect and consider how they might make amends.	
8. Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.	

<p>9. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned</p>	
<p>10. Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support</p>	
<p>11. Inform the young person responsible of outcomes and actions taken, Keep them informed throughout. Provide on-going support</p>	
<p>12. Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.</p>	
<p>13. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.</p>	
<p>14. Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so</p>	
<p>15. Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc. If concerns are serious, visit the OSCB website to consider whether referral for further child and family support might be appropriate</p>	
<p>16. Monitor the situation and review with all parties to ensure the bullying has stopped.</p>	
<p>17. Review how successful your approach has been. What additional preventative measures need to be in place?</p>	

Oxfordshire has a recommended [Form for recording prejudice-related incidents and bullying \(doc format, 116KB\)](#) that can be accessed online. This can also be set up on your Schools Information Management system. [recording prejudice related incidents and bullying on SIMS](#)

Guidelines for interview with all parties

- Consider using a restorative approach to respond to the incident if staff have received appropriate training. For further information about effectiveness of restorative approaches please see [Full report – the use and effectiveness of anti-bullying strategies in schools \(.pdf format, 2Mb\)](#).
- Allocate sufficient time to listen
- Take the incident seriously and reassure them
- Take steps to make sure they feel safe.(particularly target and young people who may have observed the incident)
- Offer confidentiality (with usual child protection exceptions)
- Listen to the details of what happened and record.
- Consult the target about how the incident should be dealt with as far as is appropriate. NB informed choice is an essential part of any restorative input involving the young person responsible.
- Consult the young person responsible about how they might make amends. NB Informed choice is an essential part of any restorative work.
- Inform and consult parents/carers of both parties about management of the incident including offer of appropriate support. Ensure that you label the behaviour not the child.
- Keep everyone informed of the outcomes of action and discussions

Importance of monitoring and review

- How effective was the response?
- Has the bullying stopped?
- Does the target feel safe?
- Did the behaviour of the child doing the bullying change?
- What was learnt?
- Are current systems for responding effective?
- Do additional preventative measures need to be in place?