

The Windmills Junior School



PREVENTING & TACKLING BULLYING POLICY

June 2026

Next Review: June 2028

INTRODUCTION

The Windmills Junior School is committed to providing a caring, friendly and safe environment for everyone so that all can learn and work in a relaxed and secure atmosphere. Bullying of any kind is unacceptable within our school community. If bullying does occur, everyone has the responsibility to prevent this, watching bullying happen and allowing it to continue is as bad as being the perpetrator. Anyone worried about bullying has the right to be listened to and to expect that an investigation will take place to deal with the concern.

What is bullying?

Anti-Bullying Alliance

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. ([Anti Bullying Alliance](#))

DfE – Preventing and Tackling Bullying

What is 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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care 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.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

([Preventing and tackling bullying, DfE, October 2017](#))

Bullying can take many forms including:

- Emotional: being unfriendly, excluding and tormenting (hiding equipment, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact, sexually abusive comments
- Homophobic: because of, or focussing on, the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: all areas of internet such as email and social media misuse, mobile phone threats by text messaging and calls, misuse of associated technology such as cameras.

AIMS AND OBJECTIVES

The Aim of our Preventing & Tackling Bullying Policy is to:

- Prevent or reduce bullying in any form
- Adopt a consistent approach to dealing with incidents of bullying
- Create an emotionally safe environment where positive relationships can develop where everyone feels safe, cared for and included
- Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success

The Objectives of our Preventing & Tackling Bullying Policy

- Bullying hurts. No one deserves to be a victim of bullying and they will be supported and helped to overcome any negative effects of bullying behaviour towards them. Everybody has the right to be treated with respect. Those who are bullying will be helped to learn different ways of behaving.
- All teaching and non-teaching staff, pupils and parents/carers, and governors should have an understanding of what bullying is.
- Everybody should know our school's policy on bullying, including what should be done when bullying is reported.

SIGNS AND SYMPTOMS OF BULLYING (not an exhaustive list)

A child may indicate by signs or behaviours that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Cries themselves to sleep or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is reluctant to say what is wrong
- Is afraid to use the internet or mobile phone

Of course, these signs and behaviours could indicate other problems, but bullying should be considered a possibility and investigated.

What action to take when bullying is reported

The following steps will be taken when dealing with incidents that are reported as bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. If this has been reported to an LSA or the office it will be passed to the class teacher.
- Attempts will be made to resolve the situation quickly through conversations with the individuals involved – this will take place as soon as possible and within 24 hours.
- Reports will be taken seriously. All children will be listened to and notes will be taken. If this is unkind behaviour it would be logged on the behaviour form for that child, if it was a bullying allegation it should be logged on a bullying allegation form.

- A plan should be put in place to ensure that the child feels safe and secure and that the negative behaviour stops – friendship disputes can be dealt with by the class teacher.
- Where there is evidence that this is ongoing bullying a member of the senior leadership team should be involved.
- Significant incidents will involve further investigation and recording. A clear account will be reported to HT / DHT/ DSL or Inclusion Manager. They will decide what course of action to take but this would normally involve longer conversations with the children involved and conversations with parents of both the bully and victim.
- The bully will be expected to stop their behaviour immediately and take responsibility for the impact of their behaviour.
- Sanctions and consequences, which are proportionate will be applied in an appropriate manner that clearly shows that bullying is unacceptable and must stop.
- The behaviour of the individual will be monitored and the victim will be supported and monitored in order to ensure the negative behaviour has stopped.
- Significant or repeated incidents will have much more serious consequences.
- Outside agencies may be requested to support the school, the victim, the bully and / or the family.

THE ROLE OF THE GOVERNING BOARD

- The Governing Board will work with the Headteacher, staff, parents/carers and pupils to develop whole school policies which meet the law and school inspection requirements.
- The Governing Board will ensure a review of our school's Preventing & Tackling Bullying Policy is carried out every two years and that the policy and procedures are updated as necessary.
- The Governing Board will respond within 10 school days to any request from a parent/carer to investigate incidents of bullying. In all cases, the Governing Board will notify the Headteacher, asking him/her to conduct an investigation and report back to a representative of the Governing Board within 5 school days of the request being made.
- The Governing Board will monitor the recording, tracking and communication of action taken in response to alleged incidents of bullying.
- The Governing Board will ensure the use of regular surveys to enable the Governing Board and school staff to respond to the perceptions of children and parents/carers.

THE ROLE OF THE HEADTEACHER

- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a school that respects their rights, bullying is far less likely to be part of their behaviour.
- The Headteacher will assure pupils, staff and parents/carers that they will be supported when bullying is reported. Bullying will not be tolerated.
- The Headteacher is responsible for ensuring that there is in place an appropriate programme of Personal, Social, Health and Economic Education (PSHE) that supports the development of social skills and the implementation of this policy and that curriculum opportunities are used to address bullying.
- The Headteacher is responsible for implementing the school's Preventing & Tackling Bullying strategy, and ensuring that ALL members of staff are aware of the school policy and know how to deal with incidents of bullying.
- The Headteacher is responsible for the recording, tracking and communication of action taken in response to alleged incidents of bullying and effectiveness of Preventing & Tackling Bullying work. He/she reports to the Governing Board about the effectiveness of the Preventing & Tackling Bullying Policy.
- The Headteacher refers to recent DFE publications to inform policy:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- The Headteacher ensures that the School Curriculum addresses prejudice, discrimination and Social/Emotional Learning (PDMU) and teaches children to be kind and tolerant of others
- The Headteacher ensures that there is effective school wide supervision of pupils and consistent behaviour management by all staff based on catching children being good and rewarding the behaviour that we want to see in others

THE ROLE OF TEACHING AND SUPPORT STAFF

- Teaching and support staff will promote a school climate where bullying and violence are not tolerated and cannot flourish; they will fully engage in developing and reviewing preventing bullying work in the school.
- Teaching and support staff will be clear about their roles and responsibilities in preventing and responding to bullying and will take part in relevant professional development.
- Teaching and support staff will be aware of the procedures to use if a child or parent/carer reports an incidence of bullying.
- Teaching and support staff will take seriously any report of bullying, whether it occurs with school or outside of school time.
- Teachers and learning support assistants will ensure that curriculum opportunities provided by the PSHE curriculum are used to address bullying.

THE ROLE OF PUPILS

- Pupils will know that they have the RIGHT to feel safe and the RESPONSIBILITY not to hurt anyone else.
- Pupils will support this policy by not tolerating bullying in any form.

If they are being bullied or they think someone is being bullied they should be empowered do any or all of the following:

- Ask the person to stop and explain how it is making you feel
- Don't retaliate
- Walk away and use the 'Power of Good' – (knowing you are doing the right thing)
- Talk to your friends
- Talk to a playground buddy
- Talk to a sibling or an older friend
- Tell a teacher or another adult you feel you can trust
- Tell a parent or adult at home you feel you can trust
- Use a worry box to share your concern with your teacher (all classes must have a regularly checked worry box)
- If it is cyber bullying block the perpetrator
- Ring Childline and follow the advice given
- DON'T KEEP IT SECRET – always tell someone

School Action:

- All staff will be trained in dealing with challenging behaviour
- The school will take part in Preventing Bullying week each year during the autumn term
- At least one whole school assembly each term will have preventing bullying as its theme
- The PSHE curriculum will be regularly reviewed to ensure that there are preventing bullying themes in each year group
- Procedures for reporting and recording incidents of bullying will be known by all.

We structured our Preventing & Tackling Bullying week around materials produced by the Ant-Bullying Alliance. This is a coalition of organisations and individuals working together to stop bullying and create safe environments in which children and young people can live, grow, play and learn.

THE ROLE OF PARENTS/CARERS

- Parents/carers who are concerned that their child might be being bullied, or who suspect that their child might be bullying, will contact the school immediately. In the first instance this should go to the class teacher. The teacher should then talk to the children concerned and ascertain whether the situation can be dealt with in class or whether it needs to be reported on to a senior leader.
- Initial investigations will be carried out within 24 hours.
- In serious cases, parents/carers will be invited to attend a meeting at the school. They can expect feedback within a reasonable agreed timescale to allow a thorough investigation.
- Parents/carers may request a copy of the school's Complaints Policy if, at the end of an investigation, they remain dissatisfied and feel that their child is not safe to learn.
- Parents/carers will be responsible for supporting this policy and actively encouraging their child to be a positive member of the school community.
- Parents SHOULD NOT attempt to sort out the problem by speaking to the child who is thought to be the bully or by speaking to the child's parents. It is essential that the school deals with any instances so that it can be dealt with calmly and rationally.
- Parents SHOULD NOT encourage their own child to be a bully back.

BULLYING OUTSIDE SCHOOL PREMISES

Parents/carers are responsible for their children outside of the school premises but the school still has duties and responsibilities to prevent bullying and to take action where it is reported to them. For example, most cyber bullying takes place outside of school hours but often by children in the same class or year and it is appropriate for the school to get involved in order to support the child who is being bullied.

'School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.'

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

(Preventing and Tackling bullying, DfE, July 2017)

MONITORING AND REVIEW

The Governing Board will review this policy every two years. The Governing Board may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.