Withernsea High School

Official Policy

Anti-Bullying Policy

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Approved by:	Mr M Ainley Chair of Governors Signature:
Review due:	March 2026

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Working together, achieving more

Inspiring confident young people to thrive in a changing world

Anti-Bullying Policy

Everybody has a right to feel safe at Withernsea High School

The school has a responsibility to "safeguard and promote the welfare of all pupils" (Education Act 2002) and to put policy and procedure in place to "prevent all forms of bullying" (Education and Inspections Act 2006) and to promote a common understanding of what does, and does not, constitute bullying.

We strive to establish a whole school culture that promotes respect and responsibility.

This school is opposed to, and will not tolerate, bullying. Bullying is a form of anti-social behaviour, which goes against our school values. All members of the school community have a right to work in a safe, secure, and caring environment without the fear of being bullied.

This policy is designed to ensure that all students, parents/carers and staff have a shared understanding of what constitutes bullying and the harm it causes to victims. It underlines our commitment to being an anti-bullying school.

What is bullying?

There is no legal definition of bullying. However, in our school it is defined as:

- Repeated behaviour, which is,
- Intended to harm, alarm or distress one person or a group,
- By another person or group, when,
- The relationship involves an imbalance of power.

Bullying can be divided into two main types: direct and indirect bullying.

Direct bullying can involve all or some of the following:

- Physical - such as hitting, pushing, kicking, or spitting, etc.
- Verbal – such as name calling, racial or sexual harassment, insulting family members
- Property - interfering with another's property, damaging intentionally, or stealing
- Intimidation – physical or emotional threats to scare, or coercion

Indirect bullying

- Social - spreading rumours, excluding someone from a group, or manipulating social relationships to harm someone
- Online / cyberbullying - the use of technology, including social media to threaten, tease, intimidate or abuse someone

Prejudice and discrimination

Bullying often relates to difference which can be real or perceived. Such differences could be:

- Appearance
- Ability
- Educational need
- Family
- Gender
- Race
- Religion
- Sexual orientation
- Social class

Cyberbullying

As a school, we recognise that engagement with technology is a social activity of great importance to young people. We aim to foster a culture of digital safety to give students confidence to recognise and deal with any problems that may arise both in and out of school.

The impact of cyberbullying is no different to any other form of bullying. The victim can often feel isolated, as the audience can be large. A bystander to cyber bullying can easily become a perpetrator through "liking", sharing, or forwarding bullying material either intentionally or accidently.

Cyber bullying can take place at any time of day and in any location. We take this activity as serious as other forms of bullying and will take measures to protect students whose education and well-being may be affected by the cyber bullying activity. Through our online safety education in curriculum and assemblies, we will ensure that students understand the importance of preserving evidence and having the confidence to report it to somebody in school with whom they feel comfortable.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are widespread and easy to access. AI has the potential to be used to bully others, for example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We consider bullying using AI as cyberbullying and will address it in the same way.

Bullying outside school premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not at school. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the school site or in Withernsea town centre.

Where bullying outside school is reported to school staff, it will be investigated. If the actions could be criminal or pose a threat to a member of the public, the police will be informed.

Peer conflict

Sometimes there is peer conflict between students: this is not defined as bullying. Where there is unkindness between students, the Student Support Team will intervene at an appropriate level.

Responsibilities of the school
The headteacher must ensure that:

- Staff training on bullying issues and anti-bullying strategies are up to date,
- All staff are aware of the policy and procedures,
- The personal development curriculum and assemblies are up to date,
- This policy is reviewed regularly, and its effectiveness is measured through student and staff consultation,
- Teachers use non-discriminatory materials and equipment,
- Any incidents of bullying are reported in a timely manner through CPOMS,
- Bullying is taken seriously and dealt with quickly, firmly, and fairly.

Students
Students must:

- Not bully others,
- Not encourage or support the bullying of others,
- Report incidents of bullying (whether experienced, witnessed, or alleged) to a member of staff,
- Recognise that being a 'bystander' is unacceptable.

Parents
Parents should:

- Contact the school immediately if they know or suspect their child is being bullied,
- Contact the school immediately if they know or suspect that their child is bullying another student,
- Take responsibility for addressing their child's involvement in peer conflict or bullying behaviour outside of school. This includes the use of social media and other technology.
- If involved in bullying as victim or perpetrator, ensure their child attends school so that the issue can be dealt with.

Governors
Governors must:

- Ensure that the school has an Anti-Bullying Policy and that it is regularly reviewed every year,
- Ensure that there is a member of the Senior Leadership Team that has specific responsibility for anti-bullying,
- Ensure that the effectiveness of the Anti-Bullying Policy is regularly monitored and that this is reported to the Governing Body.
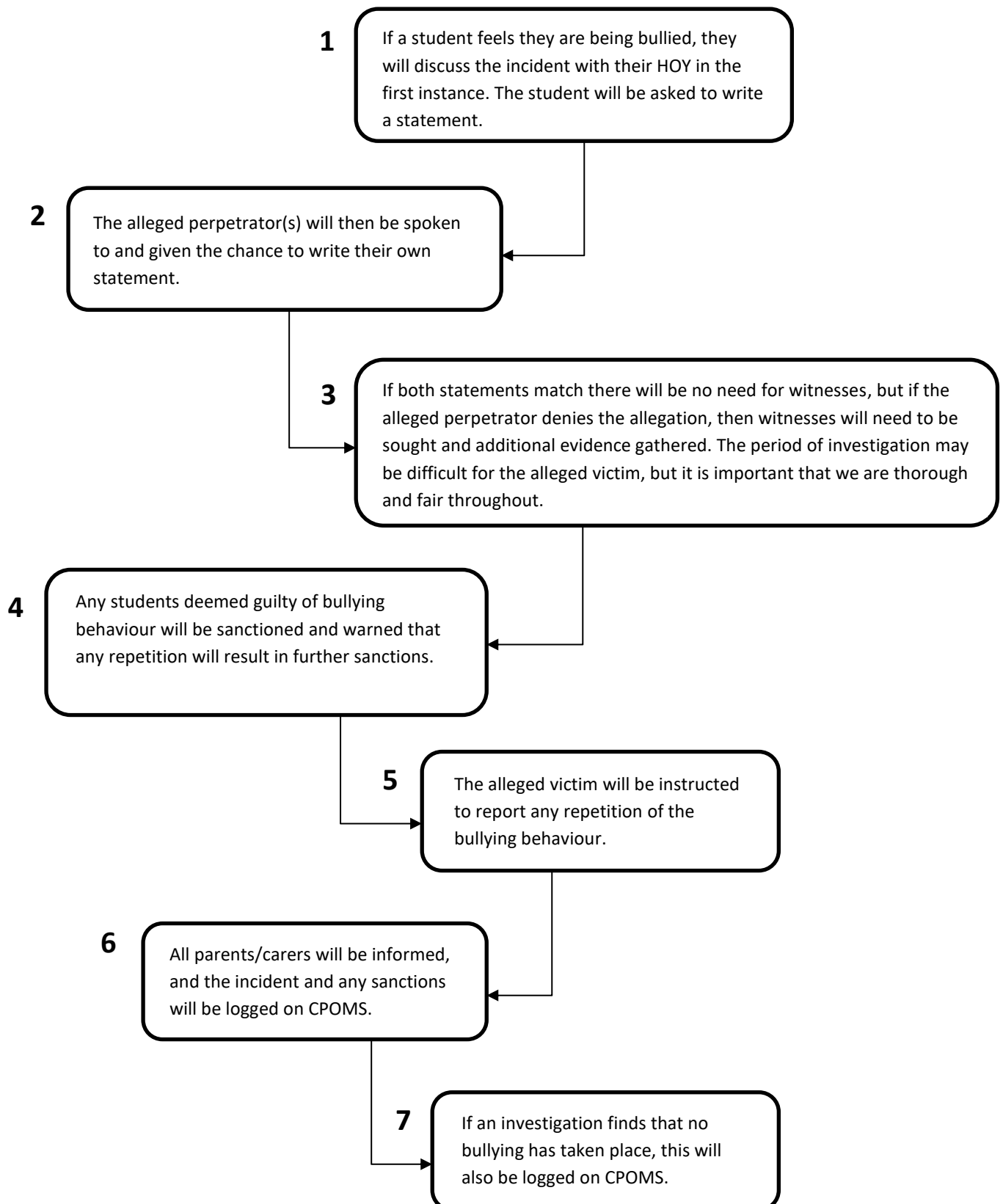
Prevention strategies

Staff will be vigilant for the signs of bullying and always take reports of incidents seriously. The curriculum is used whenever possible to reinforce that bullying is not tolerated and to help students develop approaches to address bullying behaviour.

Prevention strategies include:

- Actively promoting tolerance and respect for difference and diversity (e.g. relating to race, gender and disability,
- Monitoring student behaviour during breaks and lunchtime and at the beginning and end of the day,
- Encouraging prompt arrival to registration and lessons,
- The Student Support Team, Attendance Officers and teaching staff actively monitoring corridors and welcoming students at the beginning of the day,
- Teaching staff being at classroom doors greeting (at the start) and dismissing their classes (at the end),
- Duty staff clearing corridors at lesson changeover times and at the end of social times,
- Flexible Provision and the SEN support base being available at lunchtimes to provide a safe area for students to attend if they are worried about bullying,
- Assemblies reinforcing the anti-bullying message and the procedures which students should follow if they are being bullied,
- Lessons in Personal Development dealing with bullying, building self-esteem, cyberbullying and hate crime,
- Anti-bullying programmes being arranged in conjunction with Youth Services and the police to prevent and reduce bullying,
- Consulting with students and parents/carers to ascertain their views of bullying,
- The Board for Change discussing bullying,
- The DSL and Heads of Year monitoring, analysing, and reviewing data on bullying with the expressed aim of improving response and planning deployment of resources to reduce bullying.

Following the report of a bullying incident:

1 If a student feels they are being bullied, they will discuss the incident with their HOY in the first instance. The student will be asked to write a statement.

2 The alleged perpetrator(s) will then be spoken to and given the chance to write their own statement.

3 If both statements match there will be no need for witnesses, but if the alleged perpetrator denies the allegation, then witnesses will need to be sought and additional evidence gathered. The period of investigation may be difficult for the alleged victim, but it is important that we are thorough and fair throughout.

4 Any students deemed guilty of bullying behaviour will be sanctioned and warned that any repetition will result in further sanctions.

5 The alleged victim will be instructed to report any repetition of the bullying behaviour.

6 All parents/carers will be informed, and the incident and any sanctions will be logged on CPOMS.

7 If an investigation finds that no bullying has taken place, this will also be logged on CPOMS.

During an investigation, the alleged victim may feel vulnerable. They will be offered safe spaces for social times and welfare checks with student support staff.

Suggested actions to address bullying (and escalation if it persists)

- Fast track to Flexible Provision 4 or suspension for all proven instances of bullying,
- Apology made to victim,
- Meditation with consent from both parties,
- Reflection word conducted with support and supervision outside of class,
- Removal of social time,
- Formal parental meeting and implementation of behaviour contract,
- Formal meeting with PCSO (including Parent/Carer),
- Implementation of Fairways contract with the Police.

https://www.withernseahigh.org.uk/our-school/policies - This link takes you straight to the WHS policy section of our website where the complaints policy/procedure can be found in the case of unresolved or disputed issues.

Further support

Additional information and resources can be found at the following:

- Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk
- Childline - www.childline.org.uk
- Kidscape – www.kidscape.org.uk
- NSPCC – www.nspcc.org.uk
- Beat Bullying: www.beatbullying.org
- DfE: "prevent and tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-corss-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- MindEd: www/minded.org.uk
- PSHE Association: www/pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk

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- Schools out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

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Teaching

The audit taken in January 2025 shows that the following modules are now in the PD programme:

Year 7	Year 10
Term 1: Thriving at High School. In this unit students explore building and maintaining friendships and look at identifying behaviours that are positive or negative within friendship groups, including many behaviours that can be classed as bullying, manipulation, and harassment. This includes face to face interactions, and interactions using digital and online communication. Students will also consider how to manage conflict. **Term 2: Developing and safe and healthy lifestyle.** In this unit students will consider how to conduct themselves within group chats and will develop an awareness of the 'red flags' of online relationships.	**Term 1: Staying safe and managing risk** In this unit students will learn about exploitative relationships, stalking and harassment. **Term 2: Developing healthy relationships** In this unit students learn about coercive and controlling relationships
Year 8	**Year 11**
Term 1: Law, Crimes and Society In this unit students create an imaginary community on an isolated island. In doing so they consider issues around fairness, honestly, responding to conflict and disagreements in a ways that build a healthy community and respect the rights of individuals. **Term 2: Staying Safe and Managing Risks.** In this unit students think about actions they can take to protect their emotional and mental wellbeing, and this includes considering the impact that their words and actions might have on others. **Term 3: Developing Healthy Relationships** This unit explores relationships in a wide range of contexts including family, online and friendships, and emphasises the importance of treating others respectfully.	**Term 1: Staying safe and managing risks** In this unit students consider the risks of house parties and festivals, and learn about how damaging it can be to pressure others into doing things they are not comfortable with.
Year 9	
Term 1: Navigating an online world. In this unit students consider the impact of sharing and viewing explicit images online. **Term 2: Developing healthy relationships** In this unit students focus on stereotyping, prejudice and discrimination. **Term 3: Why do people move around the world?** In this unit students learn about the factors that influence migration, and this includes learning about the discrimination faced by many migrants.	

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