

# ANTI-BULLYING POLICY

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**Recommended by:** Vice Principal, Designated Safeguarding Lead

**Recommendation Date:** January 2026

**Ratified by:** LAGB

**Signed:** TO BE RATIFIED

**Position on the Board:** Chair of Governors

**Ratification Date:** 12<sup>th</sup> March 2026

**Next Review:** January 2029

**Policy Tier (Central/Hub/School):** School / WHHS

## Policy Aims

- To prevent all incidents of bullying at Waseley Hills High School,
- To harvest a proactive, whole school approach to the anti-bullying campaign at WHHS.
- To encourage everyone at Waseley Hills High School to take responsibility for stopping and preventing ALL bullying, including a student agency group dedicated to the prevention of bullying.
- To educate about the different types of bullying, how this has developed with on line and social media and how to keep safe.
- To offer victims of bullying comfort and support,
- To encourage and support all bullies to change their behaviour and attitudes towards others,
- To create a climate where the bully and those bullied, can meet to discuss openly the incident(s) involved and resolve conflict.
- To raise awareness of the impact bullying has on students' wellbeing and mental health to staff, students and families.

The importance of physical health to our everyday wellbeing is usually well known and readily identified by most people. Understanding how certain behaviours and experiences can have positive or negative influences on our physical health is learnt from a young age – for example children are often taught that smoking or vaping is bad for your health and can cause lung damage. In contrast, understanding that certain behaviours and experiences can have positive or negative influences on our ‘mental health and wellbeing’ is much less recognised and acknowledged. The phrase ‘mental health’ is often interpreted in a negative manner to refer to mental health problems or difficulties. It is important to recognise that ‘mental health’ can be both a negative and a positive state: and so the link between bullying and the impact it can have mentally and physically is important to highlight here.

## Types of Bullying and Harassment

Everyone has the right to be themselves and feel safe - don't give this power away to anyone or any group. Know what bullying and Child on Child abuse is:

- **Verbal** - Name calling, offensive language, racist comments, the use of put downs or insults, spreading malicious rumours, belittling others.
- **Indirect** - Victimisation, stand-over tactics, threatening others, deliberate exclusion from activities, the setting up of humiliating experiences, offensive notes or material, graffiti, and so on.
- **Physical** - Fighting, pushing, spitting, invasion of personal space, gestures, forcing people against their will. Inappropriate touching, invasion of personal space, destroying or damaging other people's possessions.
- **Cyber bullying** – The use of electronic communication; social media platforms to bully or intimidate someone.

**All of these types of bullying and child on child abuse can heavily impact on a child's mental health and wellbeing.**

**Impact on Mental Health** - Bullying which is not responded to effectively can cause children and young people to develop other coping strategies such as self-isolation or self-harm; and cause significant disruption to their ability to engage with school, learning and their wider relationships.



**Parents/Carers can expect:**

- to be informed if their child is being bullied if we think it is appropriate,
- to be informed if their child is involved in bullying of other pupils,
- the school to take appropriate action when incidents of bullying are seen or reported.
- The school to inform the police if and when appropriate of any incident deemed to be of a criminal nature
- School to keep a record of all bullying incidents and action taken

**Parents/Carers may:**

- be asked to come into school to discuss incidents of bullying
- be asked to be involved in any monitoring procedures set up by the Pastoral Team
- be asked to complete questionnaires to analyse the success of the bullying policy
- be asked to support the decision on the school following the outcome of the incidents

### **Pupils can expect:**

- to feel safe from persistent bullying during their time at Waseley Hills High School
- to be listened to by all teachers and anti bullying ambassadors if they report incidents of bullying
- to receive information and advice during Tutor Time, Anti-Bullying Ambassadors, PSHE sessions and at other times
- appropriate action will be taken against those responsible for incidents of bullying
- That if they experience or report an incident it will be dealt with appropriately

### **Staff are expected to:**

- actively discourage all forms of bullying
- actively report any concerns or observations around bullying to the pastoral team and if appropriate on My Concern
- develop high quality resources on bullying for use in curriculum lessons
- Share information from the pastoral team via the tutor programme around bullying
- treat information provided on any incident of bullying seriously and sympathetically
- initially adopt a problem-solving approach when incidents are reported
- take appropriate action and/or provide information on incidents of bullying to their Head of Year
- try to facilitate meetings between the 'victim' and the 'perpetrator' if appropriate
- report incidents through the appropriate channels in order for the incident to be logged and categorised via the whole school bullying log

## **Policy Implementation**

### **Raising awareness through the school**

- Work on equal opportunities, racism, homophobia, misogyny, hate crime, 'lazy language' appropriate use of online social media and disability awareness is included in the curriculum for KS3 and KS4
- Value systems and attitudes are explored across the curriculum, including cultural aspects, prejudice and tolerance
- Appropriate skills and strategies are taught to all students in every year group, including skills for helping each other to deal with bullying when it occurs, such as assertiveness, cooperative group work, listening, self-awareness and conflict resolution and anything specific to cyber bullying
- Assembly time is used to support the curriculum through weekly themes plus resources for Tutor Time reflections and discussions as part of PSHE and the Learning for Life programme of study
- The anti-bullying message is promoted through publicity and displays around the school
- Pupils will be educated about cyber bullying through a variety of means:
  - Assemblies
  - Anti-bullying Week
  - Tutor Activities
  - School/Year Group Council – The Diana Award (anti-bullying ambassadors)
  - PSHE
  - IT lessons

- Pupils will be made aware of the unacceptable “excuses” of bullying, including bullying because of race, sexuality or disability
- Anti-Bullying Ambassadors will be vigilant during social times regarding situations that may involve bullying and raise the profile of the importance of respecting others
- Staff receive training around safeguarding and promoting professional curiosity in order to keep students safe

## **Preventing bullying**

- Duty rotas are revised on a regular basis to ensure that vulnerable areas of the school site are properly supervised and at the appropriate times
- Anti-Bullying Ambassadors and the hub staff are available to talk to students alongside the Share email where pupils can send messages about or discreetly highlight concerns, they are experiencing so that issues can be dealt with promptly and sensitively
- Staff will maintain appropriate supervision and arrive at class on time, meeting and greeting every pupil
- Staff will be role models of appropriate behaviour and themselves avoid all forms of bullying behaviour against pupils or other staff members and parents
- Respond proactively in all classroom situations that promote the chance to bully, harass or cause hurt and embarrassment to pupils
- Be observant for signs of suspected bullying and report immediately via Head of Year and pastoral support team.
- All staff will be helped to keep up to date with the technologies that children are using
- Senso alerts work as a firewall for student use of devices and can alert key staff to improper use and trigger bullying words or phrases

## **Dealing with reports of bullying (including Cyber Bullying)**

Always listen and “accept” any report of bullying and act on it; staff members making an initial response to a report of bullying need to:

- Meet with both parties separately and record the essential details including written statements by those involved and independent witnesses (The Head of Year and pastoral support staff will use schools statements paperwork to ensure the incident is thoroughly investigated; a record of this will be placed on the pupil file)
- Make an immediate response to each party to reassure the complainant, to ensure his/her safety and to curb and prevent further bullying by the alleged bully
- Fully brief the form tutors and, in conjunction with them and the Head of Year to devise and implement the appropriate response or strategy. It is vital that other reported incidents concerning either the victim or the bully are taken into consideration
- In serious cases, an immediate response may include counselling/ mediation as a first response, and may require the isolation/exclusion of the offending pupil
- Restorative work and support must also be offered to both victim and perpetrator in a bid to prevent further incidents
- Where appropriate, when incidents of bullying occur, parents of both the complainant and bully are to be notified by the Head of Year. In such cases, records of incidents must be placed in pupil files
- Staff need to recognise when a strategy is not working; there must be an alternative plan to ensure all strategies are explored and then to establish whether the bullying

has stopped. In such cases where there has been no improvement the strategic behaviour lead will meet parents, and a bespoke action plan and next steps outlined.

- Bullying is deemed by the school to be a serious breach of expected behaviour. Consequences will be applied, depending on the incident, as outlined in the School Behaviour Policy. If a person found to have been bullying another student fails to modify his/her behaviour appropriately, a more serious consequence will be applied.

# Waseley Hills High School Anti-Bullying Pupil Guidance

## **What you can do**

Bullying, including cyber bullying, is never a joke. It's no shame to name when you're in pain. You always have choices when you are being bullied.

## **When the bullying or harassment occurs:**

- Look for support from those nearby
- Be firm and clear - be confident. Tell them to stop.
- Get away from the source of the bullying as quickly as possible (this may mean switching off devices).

## **After the harassment has occurred seek advice:**

- Don't blame yourself for what has happened
- Talk to a friend, a teacher, another adult or someone you trust
- Keep speaking until someone listens
- Speak to a member of staff or an anti-bullying ambassador

## **When talking to an adult about harassment be clear about:**

- What has happened to you?
- How often it has happened?
- Who was involved?
- Where it happened
- How you felt about what happened

## **What others can do**

There is no such thing as an innocent bystander.

## **Observers/bystanders should:**

- Not join in
- Let the bully know his/her actions are wrong
- Support the bullied pupil
- Report the matter to a staff member or adult with whom they feel comfortable

# **Waseley Hills High School Code of Conduct**

Within the Waseley Hills High School community everyone is expected to act with courtesy, co-operation and respect at all times.

Remember to:

- **Respect yourself**
- **Respect others**
- **Respect your environment**

The following rules apply to students and Staff:

## **Respect yourself:**

- Dress smartly and appropriately
- Bring the correct equipment to allow you to work
- Be on time for everything and ready to work
- Complete all your work in class and at home to the best of your ability
- Behave as you would want others to behave towards you
- Do not bring any illegal, offensive, dangerous or forbidden items into school

## **Respect others:**

- Be considerate to others
- Be polite and courteous
- Allow others to learn
- Do not make other people's lives more difficult
- Never verbally or physically abuse someone else
- Play an active and positive part in all aspects of school life
- Promote a 'report it' culture, if you see something you don't like or have concerns about tell a member of staff or an antibullying ambassador

## **Respect your environment:**

- Put litter and waste in the bins provided
- Do not smoke or vape
- Do not graffiti anything in the community
- Use all areas of this community for the purpose they are intended
- Do not enter or use areas that are out of bounds for students
- Remember there are people around you who may be younger and smaller than

Reference and resources from:

1. The Dfe's Promoting and supporting Mental Health and Behaviour in schools 2021.

[Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK](https://www.gov.uk/government/publications/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges)

2. Bullying and mental health: guidance for teachers and other professionals SEN and disability: developing effective anti-bullying practice

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/mental-health-0#:~:text=Bullying%20which%20is%20not%20responded,learning%20and%20their%20wider%20relationships.>

3. Anti Bullying Alliance guidance and the Dianna Award.

[Anti-Bullying Policies](#)

[Webinar: Rewriting Your School's Anti-Bullying Policy \(Secondary Focus\)](#)

4. Waseley Hills was awarded the Optimus Education award in December 2025

