

Windsor Community Primary School



Anti Bullying and Cyber Bullying Policy

September 2025

Windsor Community Primary School should be a safe place where the emphasis is on mutual respect, regardless of perceived or real differences. It is evident from known research that bullying is prevalent in schools and this prompts us at Windsor to avoid adopting the view that 'it doesn't happen here'. It is therefore our policy to actively and consistently monitor and discourage any circumstances or behaviour, which may lead to – or encourage – bullies or bullying.

As a school we have created an ethos of positive behaviour where pupils treat one another and the school staff with respect and compassion because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Our school's response to bullying does not start at the point at which a child has been bullied. Our school staff act proactively to gather any information about issues between pupils which might provoke conflict, and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

DEFINITION OF BULLYING

"Bullying is deliberately hurtful behaviour; it is repeated over a period of time; it is difficult for those being bullied to defend themselves."

There are three main types of bullying:

- Physical hitting, kicking, taking belongings.
- Verbal name calling, insulting, racist remarks.
- Indirect threatening, spreading nasty stories, exclusion from social groups.

Bullying can take place between members of the school community. **However, if two children of equal power or strength have an occasional fight or quarrel, this is not bullying.**

WHAT ARE THE SIGNS OF BULLYING?

A child might tell you that they are being bullied or you might hear about it from somebody else – your child's friends, neighbours or a child's teacher. Often though a child who is being bullied manages to hide it, they might be afraid that the bully will take revenge on them. They might feel that they are powerless and a failure. Because of this it is important to know some of the signs of bullying and look out for them.

Some signs are:

- Not wanting to go to school
- A pattern of headaches or stomach aches
- Damaged clothes or bruising
- Missing equipment or belongings
- Asking for extra pocket money
- A sudden drop in standards of school work
- Fear about walking to and from school
- Secrecy about the reason for tears

It is important to remember that even if a child is showing one or more of these signs it doesn't always mean they are being bullied. There could be other explanations. But it is important to be aware of the possibility and to look into it further.

WHY DO CHILDREN BULLY OTHER CHILDREN?

Research has proven that children who might become bullies could:

- Feel useless and have little self-esteem

- Have been taught to succeed at any cost
- Be spoiled, without controls on behaviour
- Feel insecure in some way
- Have been bullied or abused themselves

This doesn't mean that all bullies have all or any of these characteristics, but understanding something about why someone bullies another child can help in dealing with them afterwards. Bullies tend to pick on someone they see as 'different' in some way. Staff and parents need to be aware of the possibility of bullying and look out for the signs. If it does happen, the school and parents need to act quickly and calmly so that the child is safe and secure, so that any ill effects can be overcome.

AIMS OF OUR ANTI-BULLYING POLICY

- To raise awareness within the school community that bullying is a shared problem and that vigilance is required and intervention necessary if it is to be stopped.
- To make prevention of and dealing with bullying a high priority within the school
- To involve teachers, non-teaching staff and governors in the implementation of this policy
- To create a climate within the school in which children or adults can confide in any member of staff about being bullied.
- To use the school's planned Behaviour and Relationships Policy to address all acts of bullying.
- To use the school curriculum to explore issues about bullying e.g. PSHE lessons, curriculum enrichments eg anti-bullying week, Liverpool foundation workshops
- To recognise that most bullying behaviour takes place out of view and to improve the safety and security of 'hidden' areas in particular the significant risk of cyber-bullying
- To increase self-esteem and make all the children in the school feel valued.
- To ensure that any incident of bullying is dealt with following our set procedure.
- To offer support to the person who has been bullied and their parents.
- To set up a programme for the bully which will help them to understand their behaviour and how it affects other children in the school so they will want to learn strategies to change their behaviour in future.

HOW WILL WE ACHIEVE THESE AIMS?

- Through our curriculum and our assemblies we inform and encourage children to disclose and actively discourage bullying both in and out of school.
- By encouraging children to be non-aggressive, we foster opportunities, whereby children can achieve and be recognised for co-operative behaviour e.g. Above and Beyond, golden tickets etc.
- We encourage all members of the school community to take responsibility for, and to reflect on their actions, treating each other with respect (Ready, Responsible, Safe)
- We ensure that positive efforts are taken to establish a climate where bullying is rejected by all, as an anti-social activity, and where a respect for rules and fair play is encouraged at every opportunity. These efforts will be based in curriculum themes and PSED/PSHE work where the issues of bullying will be given a high priority.
- Promote self-respect and help pupils to resolve their differences amicably through our restorative model
- Ensure that there is adequate supervision at all times but especially in areas where bullying is likely to take place e.g. toilets, work space areas and during wet playtimes.
- Ensure that all staff know the procedures that are put into operation immediately if, and when, bullying takes place.
- Ensure time-sensitive and accurate reporting of all incidents using CPOMS
- All our staff have received Restorative Justice training so that we can fully support the children.

PROCEDURES FOR ALL STAFF

When a member of staff becomes aware of an incident of bullying it is important to follow the set procedure:

1. Put a stop to it immediately and remove the victim and the bully from any audience.

2. Talk to both the victim and the bully separately and let them have their say. Tell them that action will be taken.
3. Speak to any witnesses of the incident.
4. As soon as possible make notes on CPOMS of the incident and witness statements
5. If information with references to bullying is received from a third party e.g. parents/carers, re-assure them that action will be taken and they will be informed about the outcome.
6. Inform the Headteacher or Deputy Headteacher who will take further steps to deal with the matter by:
 - a) Discussion with all parties involved
 - b) Counselling individuals – victim and bully (repair conversations)
 - c) Informing both sets of parents throughout the procedure and enlisting their support
 - d) Using appropriate school procedures to deal with the bully
 - e) Noting the incident on CPOMS. Remain vigilant so that episodes of bullying are not repeated, reprisals taken, etc.
 - f) Work on improving the self esteem of both the bully and the victim. In order to reduce incidents of bullying at Windsor through all staff watching for early signs of distress in pupils.
 - g) Seek advice from relevant professional bodies where necessary
 - h) Provide relevant CPD to all staff in response to incidents

We listen, believe, act.

WHEN TOUGHER MEASURES ARE NEEDED

If necessary we will invoke the full range of sanctions that are detailed in the school's Behaviour and Relationships Policy These include:

- Logical consequence for not being safe with the group leading to removal from the group (with learning time missed having to be "paid back")
- Logical consequence for not being safe at playtime leading to indoor playtimes
- Logical consequence for not being safe IN school leading to OFF SITE visits being restricted
- When behaviour persists this also includes fixed and permanent exclusion from school.

Well Being Ambassadors are there as children's first point of contact, if they feel they cannot tell an adult. There are 8 Well Being Ambassadors who act as role models for the rest of the children throughout the school day, but particularly at playtimes and lunchtimes. There are also posters around the school advertising how children can report bullying and dissuading children from bullying. School also work with The Liverpool Foundation who lead school assemblies.

BULLYING OFF SITE AND BEYOND THE SCHOOL DAY

Our school is not directly responsible for bullying off the school premises; however, if both the victim and the bully are from this school, action will be taken as if the incident has occurred within the school, and this includes informing parents. Where possible Windsor will support children who have been bullied, especially on their way to, or from school, by children from another school or by other persons. The following steps should be taken:

- Talk to the Headteacher of the other school
- Talk to the police about problems on the local streets.
- Talk to children about how to avoid or handle bullying situations.

CYBER BULLYING

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying'. It's crucial that children and young people use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and pupils at KSL have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears. The advent of cyberbullying adds new dimensions to the problem of bullying. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces outside school

hours. Cyber bullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable.

WHAT IS CYBER BULLYING?

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort
- Picture/video clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified
- E-mail bullying uses e-mail to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room
- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online
- Bullying via websites includes the use of defamatory blogs, personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

School staff, parents and pupils at Windsor need to work together to prevent this and to tackle it whenever it occurs.

Windsor Community Primary School has a duty to ensure that:

- Teachers have sufficient knowledge to deal with cyber bullying in school
- The curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely
- All e-communications used on the school site or as part of school activities off-site are monitored
- Internet blocking technologies are continually updated and harmful sites blocked
- They work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice
- Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- They work with police and other partners on managing cyber-bullying.

Windsor Staff:

Have responsibilities in:

- Teaching children safe Internet etiquette
- Applying school policy in monitoring electronic messages and images
- Giving pupils key guidance on: personal privacy rights, material posted on any electronic platform and photographic images
- Taking action if a pupil is being cyber-bullied or is bullying someone else
- Teaching pupils the value of e-communications and the risks and consequences of improper use, including the legal implications.

Parents/carers of Windsor families are encouraged to share these guidelines:

- Don't wait for something to happen before you act
- Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them
- Make sure their child knows what to do if they or someone they know are being cyber bullied

- Encourage your child to talk to you if they have any problems with cyber bullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it
- Parental control software can limit who your child sends emails to and who they receive them from. It can also block access to some chat rooms.

★Frequently check what your child is looking at and accessing on line and on their mobile phones★

★Check the security settings on your child's devices★

The law is on your side

The Protection from Harassment Act, the Malicious Communications Act 1988 and Section 43 of the Telecommunications Act may be used to combat cyber-bullying. People may be fined or sent to prison for up to six months.

BULLYING DIRECTED TOWARDS THE PROTECTED CHARACTERISTICS

(age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)

Windsor Community Primary School will not tolerate bullying against anyone because of any of the protected characteristics. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability, religion/ belief and sexual orientation, type of relationship or pregnancy.

RACIAL/ RELIGIOUS BULLYING/ HARASSMENT

Racial bullying will not be tolerated at Windsor and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Equal Opportunities and Promoting Race Equality will be followed. A full investigation will be carried out, recording incidents on CPOMS. If this prejudice continues a referral to PREVENT will be made. Our school has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE lessons, British Values and other areas within the curriculum. Our school guarantees confidentiality and support for those being bullied. Racial incidents are always reported to the school's Governing Body.

SEXUAL/GENDER IDENTITY BULLYING

Sexual bullying has an impact on both genders. A sexual assault will lead to the reporting of the event to the police. Sexual bullying is characterised by abusive name calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape. This can be in the form of child-on-child abuse.

Windsor School's strategies to deal with sexual bullying include:

- Recording incidents on CPOMS.
- Developing understanding of gender relations.
- Exploring sexism and sexual bullying in PSHE lessons
- Using single sex groups to discuss sensitive issues as appropriate.
- Ensuring the school site is well supervised, especially in areas where children might be vulnerable.
- Implementing relationship policy procedures as appropriate.

SEXUAL/GENDER IDENTITY ORIENTATION

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying. Strategies to deal with such bullying include:

- Recording incidents using CPOMS.
- Awareness by staff that homophobic bullying can occur

- Challenging homophobic language and explore children's understanding – they might not understand the impact.
- Guaranteeing confidentiality and support for those being bullied.
- Implement discipline procedures if the bullying warrants it.

SPECIAL EDUCATION NEEDS or DISABILITIES

Children with Special Education Needs or Disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability. Windsor recognises the impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties. Dyslexia exists in all cultures and across a range of abilities and socio-economic backgrounds. Unidentified, dyslexia is likely to result in low self-esteem, high stress, atypical behaviour and low achievement.

Windsor makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on children's appearance or perceived character. We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help.

HOW CAN PARENTS HELP OUR ANTI BULLYING POLICY?

We strive for genuine communication and partnership when working with our parents and stress the importance of listening to the voice of the pupil.

- If you think your child has been bullied, talk to them, encourage them to be open and honest.
- Reassure them that you want to help and that you won't do anything to make matters worse.
- Give them time and don't put pressure on them to tell you everything at once. Let them know that they can talk to you when they are ready.
- Stay calm. You will feel angry and upset and want to protect your child from further bullying, but your main task is to protect your child from further bullying by listening and providing comfort and understanding.
- Revisit the definition of bullying (at the start of this policy) with your child to check if it is bullying or if it is a simple falling out with friends.
- Talk to your child's class teacher or make an appointment with the Headteacher.
- The school wants to make sure that not only the bullying stops, but that it doesn't happen again with your child or any other. The bully will also need help and support.
- Now that things are out in the open your child will need reassurance. They are likely to feel a failure because of what might have been said to them and because they could not stop the bullying.
- You need to make them feel good about themselves, show them how they are loved by emphasising their talents, achievements and likeable qualities.
- Make sure they know they can talk to you about positive and negative topics.
- Make them feel secure till they build up their self-confidence.
- Having told the school about the bullying, try to work with teachers on a plan of action.
- Let your child's teacher know how your child is at home and any effects you have noticed. Ask how your child appears at school. Has their work been affected? Are they mixing with other children?
- You need to see if there are ways that you can work with the school in your child's best interests.

CONCERNS AND COMPLAINTS

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's complaints procedure – see Windsor Community Primary School Complaints Procedure.

REVIEW

This policy applies to all staff and children, whether temporarily or permanently on the school roll. The Headteacher is responsible for introducing and implementing this policy. However, all staff, children and their parents have an active role to play in the development and maintenance of the policy and in its success.

The next review date for this Policy is September 2026

Paper copies of this Policy are available, upon request, from the school's Admin Office