

# Anti-bullying Policy



## WILMSLOW HIGH SCHOOL

Managed by:	Senior Deputy Headteacher: Standards
Policy approval:	Headteacher
Governor link committee:	Student Success & Wellbeing
Date of review:	October 2024
Next review:	October 2025

---

### Contents

1. Rationale .....	1
2. Policy Aims (Intent).....	2
3. Principles (Implementation) .....	2
4. Definition .....	4
5. Procedures .....	5
6. Impact .....	6
7. Review .....	6
8. Policy Links .....	6
Summary:.....	6
Appendix 1 Signs and Symptoms .....	6
Appendix 2 Homophobic Bullying .....	7
Appendix 3 Cyberbullying .....	9
Appendix 4 Sexual Harassment.....	10
Appendix 5 Stop Sexual harassment poster.....	11
Appendix 6 Zumos Poster .....	12
Appendix 7 Protected Characteristics and British Values.....	13
Appendix 9 Safeguarding and Anti-Bullying .....	14
Appendix 10 Associated resources.....	14

### 1. Rationale

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation (Protected Characteristics).

The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it

Wilmslow High School's rationale includes the promotion of 'mutual respect' and seeks, to encourage 'self-respect'. The school's aims refer to the creation of an environment which is calm and enjoyable and a culture which encourages the development of happy and confident individuals.

Such beliefs underpin a commitment to Wilmslow High School being a safe place for all students: a school in which no-one commits any act which would make a fellow student unhappy: a school in which bullying is not accepted and has no place.

Mrs C Kane (Headteacher) and Mr S Mackintosh (Deputy Headteacher) have overall responsibility for the school's approach to bullying. This includes the whole school approach to raising awareness and working proactively with the aim of building a climate of respect and care for everyone in which bullying will have no place. Responsibility also lies in the manner incidents are recorded, reported, communicated and dealt with in the school community.

## **2. Policy Aims (Intent)**

- to eradicate incidents of threatening behaviour which may make students unhappy
- to help support a school ethos based on mutual respect where differences are celebrated and student focus is on attainment and personal development
- when bullying occurs, to ensure consistency from all members of the school community regarding the response to bullying and the procedures used
- to counsel and support victims
- to correct the behaviour of those responsible
- to monitor bullying and potential bullying on a regular basis including student consultation
- Anti-bullying key performance indicators will be reported to the governing body on a regular basis through scheduled governing body meetings
- To ensure a multitude of support processes are available within school e.g. peer mentors, Zumos, specially trained staff members and anti-bullying ambassadors

## **3. Principles (Implementation)**

Wilmslow High School is striving to become free of bullying by developing an ethos of mutual respect and by applying the following principles:

- prevention via education and guidance relating to Anti-Bullying and the promotion of Anti-Bullying behaviours and values through the Wilmslow Way and Wider Curriculum Program
- promotion of prevention through Anti-Bullying initiatives and programmes delivered in tutor time actives and assemblies
- all reported incidents of bullying will be investigated thoroughly by the student services pastoral team
- the development of the 'well-being hub' enables students to have a recognised area for support where specially trained staff members can take students through support packs and restorative justice action
- there will be safe, supervised areas for students during non-lesson time
- students found to be bullying will be dealt with according to the school's anti-bullying and behaviour policy
- parents will be informed of any bullying incidents involving their children whether as victim or as perpetrator
- all members of the school community have a responsibility towards resolving any bullying incidents
- staff to ensure a consistent and coherent approach by wearing Lanyards and using the simple 'step by step' procedure to report any incidents
- parents report incidents of bullying by either phoning or emailing the student services team at Wilmslow High School
- students should be encouraged to take positive action against bullying by reporting all occurrences. This can be achieved in a number of different ways:
  - Report directly to student services
  - Report to any member of school staff
  - Report via 'speak out' through Zumos
  - Report via the 'callitout@wilmslowhigh.com' email address
- Education of students: Assemblies, the Respect element within the Wilmslow Way (PRIDE) and the Wider Curriculum, tutorial time work using the character education resources. Anti-bullying messages are addressed clearly and consistently over the course of the year within our school environment.
- Through the Diana Project and nominating anti-bullying ambassadors
- Members of staff (including support staff) all receive annual training from the director of student services and his team to ensure a consistent approach to bullying incidents and support of whole school anti-bullying initiatives
- Student ownership of the school's approach is vital to the success, and therefore, school council members take a proactive approach to highlighting support mechanisms (Zumos Project, peer mentoring, student services) and consulting with specific year group cohorts for feedback
- There will be regular liaison with the Cheshire East Safeguarding Children in Educational Settings (SCiES) Team

- Keeping our students safe online (E-Safety) is addressed at various points throughout the year both within curriculum time as well as during the Respect element within the Wilmslow Way (PRIDE) and the Wider Curriculum, supported by the Cheshire East Police Lead for Online Safety within schools.

#### 4. Definition

There is no legal definition of bullying, however our school (and the Anti-Bullying Alliance) defines bullying as the intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.

This definition was developed in consultation with students, staff and school council members and is shared with the school community regularly through curriculum time, assemblies, the Respect element within the Wilmslow Way (PRIDE) and the Wider Curriculum, tutorial time work using the character education resources from the Jubilee Centre as well as anti-bullying week.

Bullying or prejudice driven behaviour can take a number of different forms such as:

- **Physical** bullying which can include kicking, hitting, pushing and taking away belongings;
- **Verbal** bullying which includes name calling, mocking and making offensive comments;
- **Emotional** bullying which includes isolating an individual or spreading rumours about them;
- **Cyber-bullying** where technology is used to target and emotionally/mentally hurt an individual – for instance text messaging or posting messages on the internet/social media platforms. Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. We recognise that AI has many uses to help pupils learn, but may also have 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.
- **Racist** bullying such as making racial taunts or gestures or graffiti.
- **Sexual** bullying where someone makes unwanted physical contact or makes unwanted comments of a sexual nature (which could be deemed as abusive)
- **Homophobic, Bi-phobic and Transphobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender people, or those whose gender identity is defined as 'in transition' or non-binary.
- **SEN, Health Condition, Appearance** prejudice driven bullying where someone is targeted due to a physical/mental disability, health condition or their physical appearance.

## 5. Procedures

- *Guidance to students is published through the Student Handbook on Firefly (see Appendix 1 - [Student Noticeboard — Wilmslow High School \(fireflycloud.net\)](#))*
- Guidance to staff is published through the Tutor Handbook (see Appendix 2 - [Form Tutor Guide 2024-2025](#))
- Student summary of the Wilmslow Way Behaviour Policy is published through the Student Planner (see Appendix 3 - [7. Student Organisation, Policies and Procedures — Wilmslow High School \(fireflycloud.net\)](#))
- If a student or teacher is concerned about an incident of bullying then the following needs to take place:
  1. Report the incident to the relevant student manager and/or head of house in person, through the 'Speakout' section on the Zumos website or via the [callitout@wilmslowhigh.com](mailto:callitout@wilmslowhigh.com) email address
  2. Completion of the Bullying Incident Protocol to thoroughly investigate
  3. Report to the Director of Student Services
  4. Sanctions will be determined by the Director of Student Services
  5. Incidents of bullying will be recorded on SIMS/ Class Charts so that patterns/trends can be tracked.
  6. A log will also be kept of students who are the victims of bullying incidents so that if patterns emerge, they can be identified and acted on
  7. Parents will be informed of the outcome of the investigation
  8. It may be deemed appropriate for students to work with a student manager through the re-education or confidence building support pack.
- The purpose of sanctions is to demonstrate that bullying is not acceptable; to express the disapproval of the school community and to deter other students from similar behaviour.
- Although generally the same sanction may be used for a particular incident of bullying, there is not a direct correlation between a particular type of bullying and a specific sanction. The individual student, special circumstances and repeat offences, may for example; influence the agreed sanction.
- Work in the 'wellbeing hub' is dedicated to support a restorative approach and anti-bullying procedures. This provides support and early intervention strategies.
- Zumos and anti-bullying ambassadors provide additional platforms for students to access information regarding anti-bullying and support mechanisms as victims of bullying.
- The Wilmslow Way operates within lessons and beyond, including the journey to and from school. (See on-line policies and staff handbook for guidance)
- Where Bullying happens outside of school, school staff members can 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**

(such as when wearing school uniform or undermining the reputation of the school). 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.

## 6. Impact

- Students and parents feel confident in reporting incidents of bullying to school staff
- Incidents of bullying are investigated and resolved in a timely manner
- Increase in user engagement of Zumos platform to report and seek support
- Reduction the number of bullying incidents as a result of Anti-Bullying education
- Increase in reporting of bullying with the launch of the callitout email address

## 7. Review

The school will review this policy on an annual basis to ensure that guidelines from government policy and future developments from anti-bullying alliances have been accounted for. This process will be completed by staff, senior leadership team and the governors to ensure it has passed through a due diligence procedure at all levels.

Parents can access the policy via the main school website ([www.wilmslowhigh.com](http://www.wilmslowhigh.com)) and will be provided with an opportunity to feedback on the policy through the surveys conducted at Parents Evenings.

The school is proud to work in partnership with the Diana award.

## 8. Policy Links

This policy must be read in conjunction with both the safeguarding and behaviour & discipline policies. As a natural process, any incidents of bullying recorded and dealt with by school may also incorporate key procedures highlighted within the behaviour policy. In addition, the safeguarding policy covers further elements of intervention and support that may be required if a vulnerable student is the perpetrator or victim of bullying behaviour.

### Summary:

Wilmslow High School is striving to become free of bullying. Parents can be confident that everything possible is being done to ensure that their children are safe while they are at school. Any bullying will be dealt with consistently, constructively, and effectively.

Anti-bullying guidelines are provided on the school website and on posters which are displayed around the school.

Further information on how parents can respond to concerns that their child is involved in any bullying behaviour (as victim or perpetrator) can be found in the appendix section.

### Appendix 1 Signs and Symptoms

A child may indicate by signs or behaviour 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

- doesn't want to use the bus to school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- is obsessively monitoring their mobile phone
- begins to truant
- becomes anxious, withdrawn or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the mornings
- begins to do poorly in school work
- comes home with clothes torn or damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has dinner money or other monies continually 'lost'
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous or jumpy when a cyber message is received

These signs and behaviours could indicate other problems but bullying should be considered a possibility and should be investigated.

## **Appendix 2 Homophobic Bullying**

### **What does homophobic bullying look like?**

**Homophobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Who experiences homophobic bullying?

- Young people who are or who are thought to be lesbian, gay or bisexual.
- Young people who are different in some way – they may not act like other boys or girls.
- Young people who have gay friends, family or their parents are gay.

### **Who does the bullying and why?**

- People who think that lesbian and gay people should be bullied because they believe gay people are 'wrong.'
- People who might be gay themselves and who are angry about it.
- People who think that 'boys should act like boys' and 'girls should act like girls.'
- People who think gay people shouldn't have the same rights as heterosexual people.
- People who may have been bullied themselves or have low self-esteem and poor communication skills.
- They think that gay parenting is wrong and pupils should be treated differently because of it.

### **What does homophobic bullying look like?**

- Verbal abuse including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are 'gay for example, 'you're such a gay boy,' or 'those trainers are so gay.'
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour.
- Cyber bullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

### **Responding to homophobic bullying**

Staff interact with students on a daily basis and are more likely to see or be told about incidents of homophobic bullying. It is important that staff responses are *'swift, proportionate, discreet, influential and effective.'*

School already has in place procedures to respond to incidents of bullying and these procedures, where appropriate should be applied to incidents of homophobic bullying.

### **How to respond to verbal homophobic incidents**

- Staff need to be able to discuss issues of homophobic bullying with pupils and parents/carers and deal with incidents quickly and effectively before a situation becomes more serious.
- Homophobic language is often used without thinking but it needs to be challenged because ignoring it allows homophobic bullying to continue to escalate.
- Take action to deal with homophobic language and follow the hierarchy of sanctions set out the school anti-bullying policy.
- Record all the information.

### **How to respond to physical homophobic incidents**

- Respond promptly and calmly to the pupil's disclosure and do not assume they are gay because they have experienced homophobic bullying.
- Be responsive and respectful if they do tell you they are gay.
- Is this an isolated incident or has it been going on for some time?



- Decide what action needs to be taken – can the issue be resolved between staff, the pupil and the bully?
- Follow the hierarchy of sanctions set out the school anti-bullying policy.
- Record all the information.
- Ensure that information can be kept confidential (for example, if the student has told you they are gay) in line with the school Confidentiality policy.

## Appendix 3 Cyberbullying

### What does cyberbullying look like?

Cyberbullying is any form of bullying which takes place online or through smartphones and tablets. Cyberbullying may occur social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, and Snapchat.

### Types of cyberbullying

Some of the types of cyber bullying are:

**Harassment** - This is the act of sending offensive, rude, and insulting messages and being abusive. Nasty or humiliating comments on posts, photos and videos on social media sites, chat rooms and gaming sites.

**Denigration** – This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip. The photos can also be altered for the purpose of bullying.

**Flaming** – This is when someone is purposely using extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.

**Impersonation** – This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others. They may also create fake accounts to cause hurt and humiliation.

**Outing and Trickery** – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.

**Cyber Stalking** – This is the act of repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety. The actions may be illegal too depending on what they are doing.

**Exclusion** – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement.

### How to respond to reports of Cyber-bullying

Responding to reports of Cyber-bullying has been made increasingly difficult by the introduction to end-to-end encryption services and privacy settings on various platforms. The following measures can be taken when responding to reports of Cyber-bullying:

- Encourage the victim to keep a record of incidents – this could be screenshots or a diary of logged incidents
- Encourage the victim or parent/carer to report the incidents to the relevant platform

- Assess whether the nature of behaviour is defined by one of the above types of cyber-bullying
- Assess whether the nature of behaviour meets the threshold for 'Keeping Children Safe' framework:
  - Is someone in immediate danger?
  - Has a threat to someone's life been made?
  - Has someone's safety been compromised?
  - Is someone being forced to take part in sexual behaviours online?

## Appendix 4 Sexual Harassment

### Sexual Harassment Definition:

Sexual harassment refers to unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school. This includes:

**Sexual comments**  
**Sexual "jokes" or taunting**  
**Physical behaviour**  
**Online sexual harassment**  
**Sexual Violence**

Sexual violence refers to an act which would be considered a sexual offence under the **Sexual Offences Act 2003**. This includes: **Rape**

**Assault by Penetration**

**Sexual Assault**

**Causing someone to engage in sexual activity without consent**

Relationships and Sex Education is delivered through our Wider Curriculum with a focus on healthy and safe relationships. Issues such as sexual consent and harassment are covered in line with the government guidance and this whole school approach to preventing sexual harassment/violence educates pupils and staff on the following:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

### Responding to Reports of Sexual Harassment/Violence:

Where the school has concerns relating to any of the above behaviours, we will work in line with our duty to safeguard and promote the welfare of pupils under guidance of Working Together to Safeguard Children Framework – part 5 of Keeping Children Safe in Education guidance provides specific guidance on child-on-child sexual harassment and vi

Appendix 5 Stop Sexual harassment poster

**NOT IN OUR SCHOOL**

**STOP SEXUAL HARASSMENT**

VERBAL & WRITTEN    PHYSICAL    NON-VERBAL    VISUAL

**THESE BEHAVIOURS ARE NOT ACCEPTABLE**

UNWANTED SEXUAL COMMENTS OR JOKES  
UNWANTED INAPPROPRIATE PHYSICAL CONTACT  
MAKING INAPPROPRIATE SEXUALISED COMMENTS ONLINE  
SHARING EXPLICIT IMAGES OR VIDEOS  
TAKING PICTURES UNDERNEATH SOMEONE'S CLOTHING (UPSKIRTING)

**WHAT CAN I DO?** REPORT THE INCIDENT TO A TEACHER

**ZUMOS** USE ZUMOS TO REPORT ISSUES ANONYMOUSLY

REPORT THE INCIDENT TO THE SAFEGUARDING LEADS OR STUDENT SERVICES

**STUDENT SERVICES**  
Head of House  
Student Manager

**MR MACKINTOSH**  
Safeguarding Lead

**MR JONES**  
Deputy  
Safeguarding Lead

**MISS CLARKE**  
Deputy  
Safeguarding Lead

**MR WILLIAMS**  
Deputy  
Safeguarding Lead

**MR CONLEY**  
Deputy  
Safeguarding Lead

**HEAR IT. SEE IT. REPORT IT.**

Appendix 6 Zumos Poster

**zumos**

TO ACCESS ZUMOS FOR THE FIRST TIME

- 1 GO TO: [ZUMOS.CO.UK](https://www.zumos.co.uk) AND CHOOSE LOGIN
- 2 SELECT 'NEW USER'
- 3 ENTER THE SCHOOL CODE BELOW
- 4 CREATE YOUR STUDENT PROFILE
- 5 USE YOUR [gnumber@wilmslowhigh.com](mailto:gnumber@wilmslowhigh.com)
- 6 CREATE A MEMORABLE PASSWORD

**ZUMOS IS 100% ANONYMOUS**

**SCHOOL CODE:**  
**STUSEC0975SK9**

**TOOLS FOR LIFE**


- QUIZ
- games Room
- TOOLS FOR LIFE
- to be HAPPY
- speak out
- WELLBEING

**EMPATHY**  
"THINKING ABOUT AND HELPING OTHERS"

Appendix 7 Protected Characteristics and British Values

**PROTECTED CHARACTERISTICS**

**DR GRAMPOS**  
IT IS AGAINST THE LAW TO DISCRIMINATE AGAINST SOMEONE BECAUSE OF THEIR...

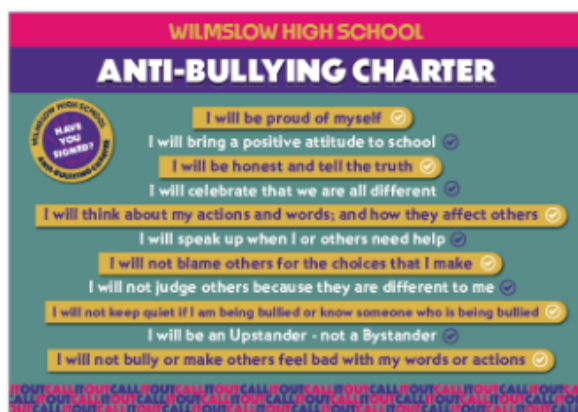
<b>D</b>  <b>DISABILITY</b>	<b>R</b>  <b>RACE</b>	<b>G</b>  <b>GENDER REASSIGNMENT</b>
<b>R</b>  <b>RELIGION</b>	<b>A</b>  <b>AGE</b>	<b>M</b>  <b>MARRIAGE &amp; CIVIL PARTNERSHIP</b>
<b>P</b>  <b>PREGNANCY &amp; MATERNITY</b>	<b>O</b>  <b>ORIENTATION (SEXUAL)</b>	<b>S</b>  <b>SEX</b>

**BRITISH VALUES**  
**DR TIM**

**DEMOCRACY**  
**RULE OF LAW**  
**TOLERANCE**  
**INDIVIDUAL LIBERTY**  
**MUTUAL RESPECT**

WILMSLOW  
1161 SC. 1091

## Appendix 9 Safeguarding and Anti-Bullying



## Appendix 10 Associated resources

Link to guidance on bullying at school:  
<https://www.gov.uk/bullying-at-school>

Link to guidance on bullying prevention:  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Link to school strategies for preventing and tackling bullying:  
<https://www.gov.uk/government/publications/school-strategies-for-preventing-and-tackling-bullying>

Link to Dianna award 'Anti Bullying':  
[The Diana Award - Anti-Bullying](#)

Link to guidance on behaviour and discipline in schools:  
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff>

Link to behaviour checklist:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/a00199342/getting-the-simplethings-right-charlie-taylors-behaviour-checklists>

Link to Safeguarding:

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

Guidance on behaviour and safety (Generic):

<http://www.gov.uk/schools-colleges/behaviour-attendance>

FireFly front page for students with Zumos link:

<https://wilmslowhigh.fireflycloud.net/student>

<https://www.zumos.co.uk/Login.aspx>

FireFly page for the services in the Wellbeing Hub:

<https://wilmslowhigh.fireflycloud.net/well-being-hub>

School website anti-bullying page page:

<http://www.wilmslowhigh.com/student-services-7-11/anti-bullying/>

BIG website: <https://www.bullyinginterventiongroup.org/>

Jubilee Centre for Character Education website:

<https://www.jubileecentre.ac.uk/1636/character-education/teacher-resources/secondaryprogramme-of-study>

### **Legislative links**

Education Act 1996:

<http://www.legislation.gov.uk/ukpga/1996/56/contents>

School Standards and Framework Act 1998:

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2002:

<http://www.legislation.gov.uk/ukpga/2002/32/contents>

Education and Inspections Act 2006:

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

Education Act 2011: <http://www.legislation.gov.uk/ukpga/2011/21/contents>