Anti-Bullying Policy

Last Revision Date	June 2026
This policy is Reviewed by	Deputy Head
Group	Pastoral
ISI Reference	10a
Next Review Date	June 2027

Tick which category this document refers to:

ISI requirement to be made available	✓
ISI requirement to be on website	✓
Internal staff only	
Internal students only	
Internal staff and students	
Statutory requirement to have on website (non ISI)	✓

Key Contacts:	
Designated Safeguarding Lead (DSL):	William Fuller
Deputy Designated Safeguard Lead:	Charlie Lee
Safeguard Lead for the Keep:	Emily Setra
Lead Governor for Child Protection:	Sophie Bradshaw
West Sussex Children's Services – Integrated Front Door (IFD)	Tel: 01403 229900 (Out of Hours – 0330 222 6664) WSChildrenservices@westsussex.gov.uk
Local Authority Designated Officer (LADO):	0330 222 3339 (Please refer to IFD first)

Anti-Bullying Policy

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988, 2003
- Public Order Act 2023

Objectives

We are a school committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Good behaviour, where pupils treat each other and the school staff with respect, is of paramount importance, to enable all children to thrive.

Great Walstead School is committed to the 7Cs: confidence, curiosity, collaboration, creativity, commitment, communication and craftsmanship.

Bullying is behaviour by an individual or group that intentionally hurts (physically and/or emotionally) another person and generally is a repeated behaviour. Bullying of any kind is unacceptable at our school. Bullying can take many forms both in the online and real world. It is often motivated by prejudice against someone on grounds of race, religion, gender, sexual orientation, special educational needs, disabilities or familial circumstances. It can also be motivated by jealousy or differences between children which might be real or perceived.

Low level disruption and unkind words must not be dismissed as banter or horseplay. If this type of behaviour is not addressed it can lead to a reluctance to report other behaviour. If bullying does occur, all pupils should feel able to tell someone and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is encouraged to tell a member of staff, prefect, peer mentor or independent listener.

Prevention

We believe that by implementing the following strategies we can do our best to inspire kindness, tolerance and understanding amongst our students. We believe consistency, communication and careful monitoring by all staff can play a preventative role in combatting bullying:

- Anti-Bullying posters are displayed throughout the school to facilitate the children's understanding of what constitutes bullying and what action should be taken if they are concerned. In the Pre-Prep (pre-school to Year 2) these posters are mainly pictorial and are explained to the children at the start of the school year.
- All our pupils are encouraged to tell their form teacher, a member of the teaching or pastoral staff (Section Head or Deputy Head) at once if they know that bullying, including cyber-bullying or bullying outside of school is taking place, or in the case of the Pre-Prep, their teacher or the Head of Pre-Prep.
- By reinforcing our motto "Kindness is the Walstead Way"
- By actively promoting and rewarding good behaviour
- By having high expectations of the whole school community that bullying of any kind is unacceptable in our school
- By raising staff awareness through training and ensuring that action is taken to reduce the risk of bullying at

times and places when it is most likely.

- By ensuring adequate staff are on duty supervising at Break and Rest times
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour
- Every member of staff is trained in how to respond to such allegations as part of their induction training.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents through Section Heads and Deputy Head.
- By using and reinforcing our code of conduct and the child's version of our Anti-Bullying Policy (Appendix 1)
- By offering a forum for discussion of anti-bullying strategies in Learning for Life (L4L).
- By placing a strong emphasis on respecting and caring for others in our chapels and assemblies, which supports British Values.
- By having focus weeks such as "Kindness Week"
- By offering peer mentor training for senior pupils and appointing peer mentors to have specific roles during break times and to lead by example
- By educating the whole school community, using the policy as a working document, accepting input from parents and the school council
- By discussing and storytelling in form time, L4L, chapels and tutorials
- By raising awareness of 'ChildLine'.
- By linking in with national Anti-Bullying Week, which we call Kindness Week at Great Walstead, and initiatives in order to equip all pupils with anti-bullying strategies
- By dealing with all incidents of low level unkindness effectively
- By taking all accusations of bullying seriously and dealing with issues immediately and effectively
- By educating the children about what 'Cyberbullying' is through ICT lessons, E-Safety seminars and discussions.
- We provide leadership training to our Head Boy, Head Girl and prefects which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- Although we have never had initiation ceremonies designed to cause pain, anxiety or humiliation at Great Walstead, the pupils are aware that such ceremonies are forbidden
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.
- Parents can also call the Kidscape Parent Advice Line on 0300 102 4481 or WhatsApp on 07496 682785

What is Bullying?

Bullying is behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally. Repeated instances, or where there is a trend in a certain type of behaviour is often defined as bullying but Great Walstead School may still take action in response to a single incident deemed to be bullying behaviour, to record and sanction as needs be.

As a school we will intervene if actions or remarks are intended or unintended to hurt a fellow student as only then can unacceptable behaviours be realised.

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.

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.

Types of bullying, including protected characteristics, could be prejudice-based or discriminatory bullying and include:

Physical Bullying

Physical bullies tend to dominate through force. Examples of bullying behaviour include hitting, kicking, pushing people around, and spitting but might also include intimidating someone and isolating or excluding them from the group. Taking, damaging or hiding possessions and demanding money is also considered to be physical bullying.

Taunting and Teasing

This is a very common type of bullying but no less hurtful and unpleasant. Such behaviour includes: name calling, insulting, spreading rumours or writing unkind notes. Bullies often claim that they did not realise their actions and comments were causing offence but victims never find such assaults acceptable.

Sexual bullying/harassment

Sexual bullying involves unwanted and unwelcome attention of a sexual nature. This may be physical or verbal or involve the denigration of an individual on sexual grounds or by sexual means. Any unwelcome behaviour of a sexual nature which creates an intimidating, hostile or offensive environment for the recipient may be regarded as sexual bullying. It can affect all children.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. Schools

and colleges should be considering when any of this crosses a line into sexual violence.
• displaying pictures, photos or drawings of a sexual nature
• upskirting (this is a criminal offence 136), and
• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people provides detailed advice for schools and colleges.
- sharing of unwanted explicit content
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats, and
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Racial bullying
Racial bullying is offensive action and behaviour, deliberate or otherwise, relating to race, colour, ethnic or national origin and directed at an individual or group. It is objectionable to the recipient and creates an intimidating, hostile or offensive environment.

Religious or Cultural Bullying
Religious or Cultural Bullying is bullying because of a person's religion, belief or culture. This includes a broad definition of belief and cultures and includes minority religions, humanists, atheists and people of different nationalities.

Homophobic or sexual orientation bullying
This is bullying directed at persons or groups on the grounds of a perceived or actual sexual orientation (applying equally to homosexual, heterosexual or bisexual boys or girls). In terms of sexual orientation, discrimination can occur because of an association with a gay or bisexual person (friend or relative etc.). General use of homophobic language is not acceptable and will not go unpunished.

Disability Bullying
Bullying in respect of a person's disability or impairment. This extends to and includes children with special educational needs. Staff should also be constantly aware of the possibility that a pupil may be bullied on account of their **gender** or because they are **adopted** or fulfil a role as a **carer**.

What is cyberbullying?

- Cyberbullying is the use of ICT deliberately to upset someone else;
- It includes: threats and intimidation; harassment or 'cyber-stalking'; vilification/defamation; humiliation; manipulation, whether open or anonymous; exclusion or peer rejection; impersonation; unauthorised use of private information or images; posting without consent.This can be done through:
    - Email, chat room, social networking sites and other websites
    - Mobile devices – hurtful text messaging, calls and images. This could include sexual harassment where inappropriate sexual comments, messages or images are sent
    - Misuse of associated technology – camera and video facilities, mobile device etc.

Please refer to the Great Walstead School Online Safety Policy for further information.

Bullying differs from teasing/falling out between friends because:

- there is a deliberate intention to hurt or humiliate
- there is a power imbalance that makes it hard for the victim to defend themselves

- it is usually repeated
- it can result in intimidation and isolation either physically or emotionally or in an online environment.

Any harmful online sexual behaviour would be considered a child protection issue and the school staff should discuss with the school's designated safeguarding lead (DSL) who will report their concerns to the IFD.

Bullying can take place between:

- children
- children and staff
- between staff
- individuals or groups.
- Certain groups of children are known to be particularly vulnerable to bullying by others: these may include children with special educational needs such as learning or physical disabilities; young carers; 'Looked After' children; those from ethnic and racial minority groups; and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act (1989). Where this is the case, the school staff should discuss with the school's designated safeguarding lead (DSL) who will report their concerns to the IFD.

Why respond to bullying?

- Because of the impact on the victim – emotional, physical or psychological
- To enable bullies to have strategies to improve and address their behaviour
- Because of the negative effect on both parties of not addressing the bully
- To prevent escalation
- Because of the knock-on effect on school and families (e.g. unhappiness created).

Although bullying as such is not a criminal offence, there are criminal laws which apply to harassment and threatening behaviour, such as the Malicious Communication Act (1998), the Communication Act (2003), and the Harassment Act (1997).

Action we take:

Initial incident - Every report of bullying is taken seriously.

- If bullying is reported, the incident is communicated to the pupil's Form Teacher/Tutor.
- At this stage, the Head of Section and Deputy Head should also be informed.
- Evidence is gathered and the incident is investigated by the Form Teacher/Tutor or Head of Section depending on its severity. All reports of bullying, alleged and confirmed, are to be recorded on ISAMS.
- Evidence in the form of brief notes is kept on the ISAMS for the DSL, Section Head and

Form Teacher to track and investigate.

- Evidence is shared with the Head of Section and Deputy Head.
- If the allegation is substantiated, then the evidence is shared with all relevant parties (including the parents) at the earliest opportunity.
- Action is taken to resolve conflict by the Form Teacher/Tutor and/or the Head of Section depending upon the severity of the incident.
- Appropriate sanctions will be applied (see Page 7), and the victim will receive support.
- A Bullying Report form (Appendix 3) must be completed, regardless of whether the allegations were substantiated, and given to the Deputy Head who will file it in the pupil's file.
- A record will be kept by the Deputy Head of all reported and investigated bullying in school.
- The Headmaster is kept informed by the Deputy Head of all reported incidents and their outcomes.

If the victim is at risk of significant harm a referral should be made to the IFD without delay.

Repeated incidents

- If the bullying continues and the incidents are repeated after the initial incident, the matter will be referred to the Deputy Head and the Headmaster.
- The parents of the bully will be invited in to discuss the matter with the Deputy Head and/or the Headmaster. The parents of the victim will be kept informed and invited in to discuss the matter with the Deputy Head and/or Headmaster.
- Appropriate sanctions will be applied in liaison with the Headmaster and the Deputy Head. These may include, temporary or permanent exclusion. (See below.)
- At all times action will be taken to try and resolve the conflict.
- The victim will receive support and be helped to understand that it is not his/her fault.
- The perpetrator will receive support in order to help them change their ways.
- Records of the incidents and sanctions will be kept by the Deputy Head.

In the event of cyberbullying

This links to the Online Safety Pupils policy, where more details about cyberbullying can be found.

- All reports of cyberbullying will be taken seriously, this includes any incidents happening out of school hours.
- Evidence will be collected including print outs or screen shots of the text or images. However, if the evidence is of inappropriate images (such as those used in sexting) nothing will be saved, forwarded or printed, but a note will be made.
- The parents of the victim will be informed - if they did not bring it to the school's attention in the first place.
- The victim will receive support and help to understand that it is not his/her fault. The form teacher/tutor will be instrumental in supporting the victim.
- Once the bully has been identified sanctions will be applied as with all other bullying incidents (see Page 6).
- The perpetrator will also receive support in order to help them change their behaviour.
- All unpleasant and inappropriate online posts will need to be removed. This may be done by the individual, the individual's parents or the school's IT technician with child/parents present depending on circumstances.

In some cases, a criminal act may be being committed as there are laws against harassment and threatening or menacing communication – Malicious Communication Act (1998), Communication Act

(2003), and Harassment Act (1997).

- In these circumstances, the police will be informed and they will advise on what action to take

If the victim is at risk of significant harm a referral by the DSL or DDSL should be made to the IFD without delay.

Bullying from Staff

If the alleged incident involves a staff member then the incident should be reported it to the Deputy Head and the Headmaster following guidance set out in the Low Level Concerns 2026 - 2027 Policy and Code of Conduct Policy & Staff Handbook.

Sanctions

Any of these may be used depending on the incident:

- Parents will be informed in all cases where bullying has occurred

Sanctions may include:

  - missing break/rest in order to complete a 'reflection sheet'
  - missing break/rest to discuss with Form Teacher/Tutor or Head of Section
  - missing break/rest for a given period of time
  - not being allowed to go on a trip or attend an activity, or sporting fixtures
  - Friday after school detention
  - internal or external suspension
  - exclusion.

- In all cases a talk with the Form Teacher/Tutor and/or Head of Section and/or Deputy Head will take place, with future expectations made clear.
- It some cases it may be appropriate to meet with both victim and bully together with the Form Teacher/Tutor or Head of Section acting in a mediating role so that the victim can express how they felt and the bully can apologise. However, this is not appropriate in all cases.

  See Behaviour Policy

Regarding the victim and bully, any of these may be used:

- Role-play (to encourage assertiveness and build self-confidence) – help given by Form Teacher/Tutor or Head of Section, but may be taken to Deputy Head depending on the incident.
- Strategies to deal with situations – help given by Form Teacher/Tutor or Head of Section, but may be taken to the Deputy Head depending on incident.
- General discussions in form/year groups to raise awareness and prevent repeat incidents.
- General discussions in single sex groups to raise awareness and prevent repeat incidents.
- Discussion and use of storytelling in tutor group times or L4L lessons.
- General discussion in ICT lessons if related to Cyberbullying.
- Inviting a visiting speaker in to address the wider issue with a year group(s).

Ongoing:

- All relevant parties will be informed of actions taken by the school.
- The victim will be supported by his/her Form Teacher/Tutor ensuring the victim has someone to turn to.
- The victim's parents will be contacted by the Form Teacher/Tutor to ensure that they are informed of how things are progressing.
- To ensure continuity of care there will be ongoing monitoring of the situation by Form Teacher/Tutor and other relevant staff.
- The perpetrator's behaviour will be monitored and the Form Teacher/Tutor will regularly check on the situation, keeping parents informed.

Key Link policies

- Child Protection Safeguarding and Welfare of Pupils Policy, September 2026
- Behaviour Policy, September 2026
- Online Safety – Acceptable Use of Technology for Staff and Pupils, June 2026
- Equal Opportunities Policy, June 2026
- Complaints Policy 2026 - 2027
- SEND Policy 2026 - 2027

Staff responsible

All staff are responsible for the way members of the school community treat each other. Staff should report unkind or bullying behaviour by the children to Form Teachers/Tutors and the relevant Head of Section.

Head of Pre-Prep
Head of Juniors & Middles
Head of Seniors

Overall responsibility

Deputy Head
Headmaster

Signed: ***C Calvey*** _____ ***Headmaster***

Signed: ***J Adams*** _____ ***Chair of Governors***

Date: _____ ***September 2026***

This document was written and developed by the Pastoral Team in consultation with Staff, Pupils, Parents, and Governors and reviewed by the Deputy Head.

Appendices

I. Kindness is the Walstead Way notice for main school classrooms
II. Friendship and Kindness notice for Pre-Prep classrooms
III. Bullying Report Sheet

GREAT WALSTEAD SCHOOL

Kindness is the Walstead way

Remember, every day is an Anti-Bullying day

It is **bullying** when it happens

Several
Times
On
Purpose

Bullying is things like

Hitting, kicking, poking, calling names
Using words to make others frightened
Trying to get people to dislike someone
Sending nasty texts or emails, or making unpleasant posts online

We are a caring school

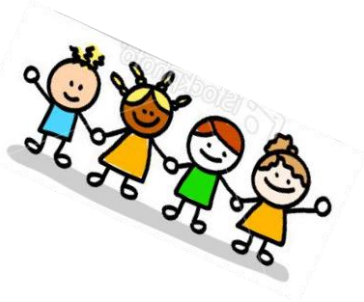
If you have a problem, tell us and we will listen and help

- We are a **telling school.** You can tell: friends, teachers, teaching assistants, prefects, peer mentors, parents, matrons, boarding staff, independent listener and ChildLine to name just a few.
- We encourage everyone to support our **school values** and remember that **Kindness is the Walstead Way**
- We work hard to support those who find it hard to be a kind and thoughtful friend.
- We teach you about bullying and what to do if you're bullied.
- The adults in the school will look out for people being kind and reward them.
- The adults in the school will also look out for people being unkind and do all they can to prevent bullying from happening.

We can beat the bullies when we:

Start
Telling
Other
People





GREAT WALSTEAD
SCHOOL

Friendship and Kindness



It is bullying when someone is unkind

Several
Times
On
Purpose

Bullying is things like
Hitting, kicking, poking, calling names
Using words to make others frightened
Not letting others play or be friends with someone

We are a <u>caring</u> school



We can STOP anyone being unkind when we:

Start
Telling
Other
People

If someone is unkind, tell your teacher
If you are unhappy, tell your teacher

BULLYING INCIDENT REPORT SHEET – GREAT WALSTEAD SCHOOL

Name of person reporting incident:		**Date and Time of incident:**	
Name of person(s) being bullied:		**Location of incident:**	
Incident reported to:		**Date reported:**	

Individuals Involved:

	Name	Gender*	Form	Role*
1				
2				
3				
4				
5				
6				

* Gender: **F** – Female / **M** – Male / **NB** – Non-binary / Another – please write in

* Role: **V** – Victim / **R** – Ringleader / **A** – Associate / **B** – Bystander

Details of people involved and actions:

Type of incident (please tick):

- ☐ Extortion
- ☐ Isolation – being ignored or left out
- ☐ Verbal abuse (name calling, teasing)
- ☐ Physical – Being hit or hurt
- ☐ Spreading rumours
- ☐ Abuse of personal property (theft, damage to)
- ☐ Written
- ☐ Forced into actions against will / hazing
- ☐ Cyber – online, social media, email, text, posting photos / videos
- ☐ Other (please state): Negative/ criticism during hockey

Are there indications that the incident was motivated by any of these? (Tick all that apply)

- ☐ General appearance / demeanour
- ☐ Disability / SEND
- ☐ Gender / Sexism
- ☐ Religion
- ☐ Race / Ethnic origin
- ☐ Sexual Orientation
- ☐ Home Circumstances
- ☐ Sports Ability

Frequency of behaviour:

- ☐ Once or twice
- ☐ A few times

Checklist: (*How informed could be by email, phone, memo or a meeting)*

- ☐ Notified parent/carer
- ☐ Form Teacher/Tutor informed

How informed:

☐ Several times each week ☐ Persisting for a couple of months ☐ Persisting for more than a year	☐ Discussed with people involved ☐ Action discussed with victim and perpetrator ☐ Section Head informed ☐ Deputy Head informed ☐ Headmaster informed

Details of action agreed with people involved (and parents/carers):

Signed by:	(Member of staff) ..... Tutor.