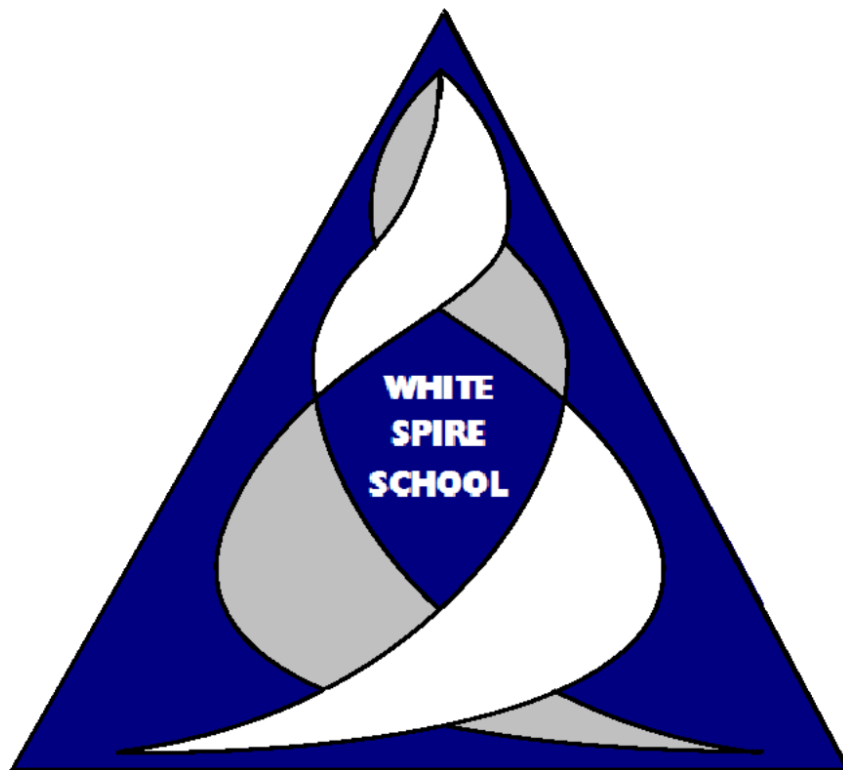




Anti-Bullying Policy

White Spire School



Written by: M Bartle

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by: Sept 2025

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1. KEY CONTACTS in school/setting

Name	Role	Contact details
Headteacher	Finlay Douglas	01908 373266
Chair of governing body	Neil Griffiths	01908 373266
Designated safeguarding lead (DSL)	Michelle Bartle	01908 373266
Out of hours contact for DSL	Michelle Bartle	safeguarding@whitespire.milton-keynes.sch.uk
Deputy DSL	Finlay Douglas	01908 373266
Other members of the safeguarding team (DSLs')	Sophie Lunnon Sally Seminerio Karen Richards Anton De Beer	01908 373266
Prevent lead	Michelle Bartle	01908 373266
Child sexual exploitation lead	Michelle Bartle	01908 373266
Child Looked After/ Previously Looked After	Michelle Bartle	01908 373266
Mental health lead	Michelle Bartle	01908 373266
Chair of governing body	Neil Griffiths	01908 373266
Designated governor for safeguarding	Tanya Stevens	01908 373266
Designated governor for mental health and well being	Tanya Stevens	01908 373266
Safer recruitment governor	Shanie Jamieson	01908 373266

2. Introduction

White Spire School believe the safeguarding and protection of pupils, staff, Governors and visitors are paramount and that all members of the school community are able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying and behavioural systems within the school to end the bullying. The school expect all members of its community to report any such issues or suspicions. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at White Spire School.

This Anti-Bullying Policy works with, and alongside, our Behaviour for Learning, Disciplinary, SRE, Drugs and Misuse of Substances, Child Protection, Sexual Violence and Harassment Policy, PSHCE, Mental Health and Well Being Policy, Online Safety, Equality and Diversity Policy and KCSIE 2023.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out". Serious bullying is defined as any incident that meets the threshold for internal or fixed term exclusion.

3. Definitions of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, that intentionally hurts another individual or group either physically or emotionally, making it difficult for the people concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

4. Types of bullying

- **Physical:** Deliberately hurting particular person on a regular basis
- **Verbal:** Deliberately hurting feelings through name-calling
- **Non-verbal abuse:** hand signs or text messages
- **Emotional abuse:** threatening, intimidating or humiliating someone
- **Social bullying:** Making someone feel left out and different by deliberately setting out to exclude them, often spread rumours and manipulate the situation.
- **Cyberbullying:** using the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target another person

The following types of bullying are also hate crimes:

- Racial, sexual, transphobic or homophobic bullying
- Bullying someone because they have a disability.

5. Definition of Cyber-bullying

Cyber-bullying is a form of bullying that happens on social networks, games and mobile phones. Cyber-bullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos. Children may or may not know who is bullying them online.

Children and parents are taught about the dangers on online accounts. If cyber-bullying occurs, children must report any incidences to an adult within school. All reported incidents will be investigated and taken seriously by staff members. A record will be kept of incidents. If an incidence occurs from an outside entity, children and parents will be supported by the school in how to resolve such incidence.

6. Types of cyber-bullying (www.nspcc.org.uk)

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

7. Actions NOT considered to be bullying

- Not liking someone
- Accidentally bumping into someone
- Making other kids play things a certain way
- A single act of telling a joke about someone
- Arguments
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

8. Reasons for bullying

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

9. The effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each person's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

10. Actions to Tackle Bullying

Prevention is better than cure so we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum, school assemblies and form time whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying that occur in or outside of school to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents. The member of staff who witnessed the incident will be responsible for logging the incident and the action completed. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Senior Leadership Team. If bullying includes prejudice based incidences, then it should be recorded and reported to the Senior Leadership Team. If bullying is occurring outside of the school, The Senior Leadership Team will also consider whether it is appropriate to notify the police in set cases.

If an adult is being bullied, it is important for them to report this to a member of The Senior Leadership Team.

11. Procedures

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. The Senior Leadership Team must be informed immediately
3. A clear account of the incident will be recorded on C-POMS
4. A range of sanctions will be used as appropriate according to the incident. These may include warnings, restrictions of break and lunchtime activities, fixed term and in the event of persistent bullying, permanent exclusion. Where appropriate the Senior Leadership Team may inform the police (See behaviour policy).
5. Form teachers will be kept informed and asked to monitor the situation
6. Victims will be given strategies to overcome this problem, e.g. to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying.
7. Key pupil centred intervention where bullying has had a severe impact will take place.

12. Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her.

If an adult is being bullied, it is important for them to report this to a member of The Senior

Leadership Team which will be investigated and taken seriously.

Whilst there is little history of bullying at White Spire, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue.

Prejudices based incidences that are not bullying, please see

- Behaviour for learning policy
- Equality and Diversity policy