



ANTI-BULLYING POLICY

Statement of Intent

- To ensure a positive learning environment is created in which all of our community feel safe.
- To encourage an ethos of respect and support for all.
- To raise awareness of what is considered bullying behaviour.
- To ensure that students are confident of who they can speak to and the different ways they can report all types of bullying.
- To engage with all members of the Warlingham School and Sixth form college community to ensure that we create a learning environment in which bullying will not be tolerated.
- To update and review our practices regularly, informing parents of any changes made to our Anti-bullying policies or procedures, and signposting them to any useful resources

Defining Bullying

Bullying is: "Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally" (Department for education).

The various types of bullying are:

Verbal bullying

Verbal bullying: Examples are name calling, making fun of, making jokes at another's expense, unwelcome teasing, spreading secrets someone disclosed in confidence.

Verbal bullying is repeated slandering, ridiculing, or maligning of a person or persons, addressing abusive and offensive remarks to a person or persons in a sustained or repeated manner; or shouting at others in public and/or in private. Verbal bullying is when someone uses words to hurt or scare another person. Social bullying is when someone tries to hurt another person's relationships or reputation. Cyberbullying is a type of verbal bullying.

Cyber bullying

Bullying that happens through instant messaging, social gaming sites, email, texting, or social media. This bullying may include threats of physical violence, racist insults or threats, sexual insults or threats or other prejudice based behaviour. Upskirting is an image based sexual abuse and is a type of Cyber bullying and Physical bullying.

Cyber bullying can be multifaceted and therefore the following protection is in place:

Assemblies highlighting cyber bullying and CEOP (Child Exploitation and Online Protection), a multi-agency service dedicated to tackling the exploitation of children.

Wellbeing session and the school website are used to share information on protecting yourself and your identity when online.

Verbal Bullying

Verbal bullying is when a person uses words (spoken or written) to hurt, intimidate, or humiliate another person. It is usually repeated or sustained over time and is intended to cause emotional harm. This type of bullying often involves abusive, offensive, or threatening language and can occur both face-to-face and online.

Examples:

- Name-calling or insults
- Making fun of someone
- Joking at another person's expense
- Unwelcome teasing
- Spreading secrets shared in confidence
- Shouting at someone

Social Bullying

Social bullying is when someone deliberately harms another person's relationships, reputation, or social status. It is often carried out indirectly and can involve repeated actions that isolate or embarrass the individual.

Examples:

- Spreading rumours or gossip
- Excluding someone from a group
- Encouraging others to avoid someone
- Public humiliation or embarrassment

Indirect bullying

Involving the manipulation of friendship groups, social networks with the intention of belittling an individual or individuals or excluding them or marginalising them from their friends and normal relationships; this can be by spreading rumours or making malicious accusations and might involve cyber bullying.

Cyberbullying

Cyberbullying is a form of verbal (and sometimes social) bullying that takes place through digital devices such as phones, computers, gaming platforms, messaging services, and social media. It involves using technology to hurt, intimidate, or humiliate another person and is often repeated, persistent, and sometimes anonymous. Cyberbullying may also involve prejudice-based behaviour, including racist, sexist, or other discriminatory language.

This type of bullying can include the misuse of emerging technologies, such as artificial intelligence (AI), including the creation or sharing of manipulated or fake images, videos, or audio (for example, "deepfakes") to embarrass, harm, or impersonate someone.

Examples:

- Sending hurtful, abusive, or threatening messages
- Posting or sharing embarrassing or harmful images or information
- Spreading rumours online
- Creating fake profiles or impersonating someone
- Excluding others from online groups or activities
- Making discriminatory or prejudiced comments (e.g. racist or sexist abuse)
- Sharing or creating manipulated images or videos (including deepfakes) to harm someone
- Image-based abuse (e.g. sharing images without consent, including upskirting*)

*Upskirting is a form of image-based sexual abuse and may be both cyberbullying and physical bullying.

Prevention and Protection

Cyberbullying is addressed through a whole-school approach to safeguarding, including:

- Assemblies and curriculum input (e.g. PSHE/RSHE) raising awareness of online safety and respectful behaviour
- Education around emerging risks such as social media misuse, AI, and deepfake content
- Clear reporting systems for pupils and staff
- Working with external agencies such as CEOP (Child Exploitation and Online Protection)
- Monitoring and filtering systems to promote safe use of technology

Wellbeing session(s) and the school website are used to share information on how students can make informed choices and protect themselves and others yours when online.

Physical bullying

Examples of physical buying can include deliberate:

- Jostling
- Bumping
- Pushing
- Pinching
- Hitting
- Spitting
- Shoving
- Sexual touching

Those responsible may maintain that it was accidental when first detected, but it is a criminal offence if it involves assault, actual bodily harm or wounding. This type of bullying may involve theft or damage to property, accompanied by the threat of violence. Not all theft or damage is bullying, but it is where it is repeated and the intention is to create fear or to intimidate.

Physical Bullying

Physical bullying is when a person uses physical force or actions to hurt, intimidate, or control another person. It is typically repeated or deliberate behaviour intended to cause harm, fear, or distress. It may involve direct physical contact or actions that damage a person's belongings. In some cases, individuals may claim the behaviour was accidental when first challenged; however, when it is intentional, repeated, or causes harm, it is considered bullying and may also constitute a criminal offence (e.g. assault, actual bodily harm, or wounding).

This type of bullying can also include theft or damage to property where the behaviour is used to intimidate or create fear over time.

Examples:

- Jostling or bumping someone on purpose
- Pushing or shoving
- Pinching
- Hitting or kicking
- Spitting at someone
- Deliberate physical intimidation
- Sexual touching or unwanted physical contact
- Taking, hiding, or damaging someone's belongings

Warlingham Staff must be aware of the vulnerability of particular groups of students with regard to bullying:

Bullying related to race, religion or culture

Bullying which is linked to a person's racial or ethnic identity is categorised as racism and all racist incidents are treated with seriousness. On page 41 of the enquiry into the tragic death of Stephen Lawrence, racism is defined as: "Racism in general terms consists of conduct or words or practices which disadvantage or advantage people because of their colour, culture, or ethnic origin. In its more subtle form it is as damaging as in its overt form" .. Any bullying which is linked to racism; religious intolerance or an intolerance of a student's cultural identity will be investigated with rigour, sensitivity and with due regard to the feelings of victim and their family. Staff will be mindful as to whether the perpetrator of racism or intolerance has been exposed to any far right or extremist ideology. If this is the case the student may be referred to the Local Authority.

Special educational needs and disabilities

We regard it as our duty as a school with an ethos of mutual respect and equity of opportunity to ensure no student suffers any form of harassment, unkindness or bullying based on their special educational needs or disabilities. Where a child with special educational needs or disabilities are themselves found to be bullying we will have the same expectations of behaviour as other students and we will sanction accordingly, having made any reasonable adjustments necessary. Students who are a victim of bullying may not realise or recognise, that bullying is taking place. As a school we need to ensure that these students are confidently able to spot the signs of bullying and know how to report any concern they may have.

Bullying related to sexuality or gender identity

Homophobic bullying is the targeting of individuals based on their perceived or their actual sexual orientation. All students have a right to their privacy and their individuality so any investigation into homophobia is carried with absolute sensitivity and regard to the victim's feelings and wishes.

Homophobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse – the regular or casual use of discriminatory or offensive language, for example using the term 'gay' in a negative context. The discussion or speculation about a person's sexuality or questioning someone on their sexuality or gender. The questioning of the legitimacy of LGBT+ rights or values. The use of ridicule, insult or any form of teasing about a student's sexual identity.
- Physical abuse – pushing, shoving or generally intruding on someone's physical space in an intimidating way. Any form of overt physical assault or threatening behaviour. Sexual assault.
- Cyber bullying – using mobile phones, the internet or social media to spread rumours or intimidate someone based on their sexual identity. Using social media or the internet to ridicule, insult or exclude someone based on their sexual identity. It is also important to note that we will not allow intolerance towards anyone in school and that an individual's beliefs are no excuse for any form of intolerance to another community.

Procedures for Reporting Bullying Incidents

All students are encouraged to feel that it is right to tell someone if they are being bullied or if they think someone else is being bullied. Incidents of bullying will be dealt with quickly and appropriately. Whilst it is the responsibility of all staff within the school to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore, incidents of bullying must be referred to the appropriate Head of Year and Deputy Head of year on the same day the student reports the incident to staff. This can be reported using Arbor or CPOMS. This report can also be shared with the Reflection room and they can support the student with explaining the next steps of the support process.

Students can also report bullying by reporting this via the email address reportit@warlinghamtl.co.uk which will be sent straight to their Head of Year.

There is also an anti-racism box in reception to report any concerns that is checked daily.

Staff suspecting an incident of bullying must:

- Reassure the young person that their concerns are being taken seriously and will be investigated.
- Contact the relevant Head of Year/ Deputy Head of Year as soon as possible with details of the incident.
- Discuss support available with all students involved.
- Discuss the different sanctions consequences and education pathways with all students involved so that they fully understand the consequences of this behaviour.
- Sanctions consequence and education could include, code of conduct, apology letter, Language awareness course, Impact statement, loss of social time, isolation or suspension, referral to the police, depending of the severity of the incident.
- Listen to the voice of the students involved and how they feel about the support and consequences that will be put in place before implementing. Use a 'calling in process'.
- Avoid labelling students as 'a bully' and 'a victim' – after an incident both students may need support to rebuild and reinforce self-image and esteem or restorative facilitation.

The Head of Year/ Deputy Head of Year will:

- Record the incident details on our MIS system Arbor and CPOMS.

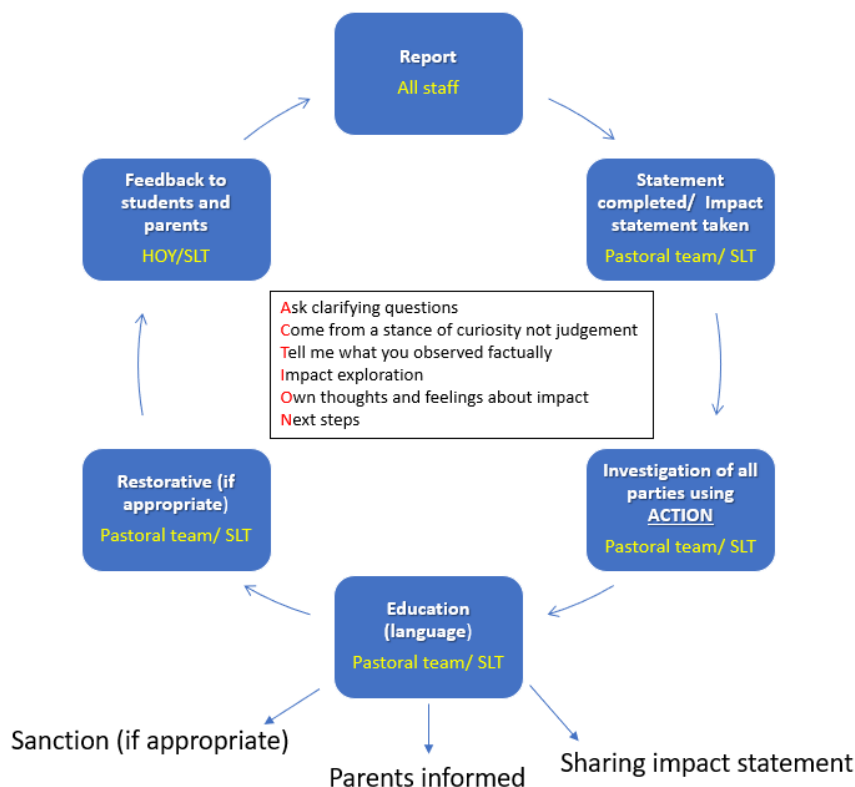
All reported incidents of bullying must be investigated using the following procedure:

- Appropriate students will be interviewed by the relevant staff and statements will be taken in the students own words.
- Impact statements completed if the victim feels they would like this to be shared with the other student.
- Copies of statements and any supporting evidence will be recorded on CPOMS. will be stored electronically. Paper documents will be kept in the students file.
- Details of all actions taken will be recorded on CPOMS as well as on the paperwork.
- Close the incident loop by updating all students and staff involved with the outcome of the incident investigation.
- Parents are updated in relation to the incident follow and outcome. This phone call, meeting or email is recorded on Arbor and CPOMS.

The recipient and perpetrator of any bullying incident will be monitored by the appropriate tutor, Head of Year/ Deputy Head of Year.

A follow up meeting will then take place within the next two weeks. Parents of both parties will be contacted and updated on progress made

The Warlingham School and Sixth form child on child investigation loop:



Roles

The Head of Year/ Deputy Head of Year will:

- Provide advice, support and assistance to any student who reports bullying. Where wider family support is required, it will be delivered through the Early Help process or Pastoral Support Plan.
- Accept referrals from members of staff on individual students who are causing concern (both recipients and perpetrators of bullying).
- Ensure that bullying is a standing item of the pastoral fortnightly meetings. These will focus on the issues presented during the term to ensure appropriate
- tracking and intervention for all students.
- Where appropriate (if the student and victim are in agreement, use restorative practice strategies to allow the victim to explain the consequences of the perpetrator's actions to them face to face. Where used, this will be conducted in a safe and supported environment with trained members of staff. Agreements would then be reached which would allow a new relationship to be established.
- Where appropriate assign fully trained anti-bullying ambassadors to support both the recipient and the perpetrator. The ambassadors are advertised in assemblies and have a drop in session on a regular basis for student to speak to a staff member or one of the ambassadors.
- Refer vulnerable students to appropriate services, e.g. School counsellor, ELSA, The bridge, outside agencies including Early help, and Croydon drop in.
- Run discussion groups and work with students who have been identified as perpetrators of bullying in order to reduce the number of bullying incidents on the school site.
- In collaboration with the Senior leadership team and other staff seek opportunities to promote the anti-bullying strategy at Warlingham School and sixth form college, e.g. via assemblies, displays and promotion of national awareness campaigns.

The Senior Leadership Team will:

- Respond to student, staff and parent voice to review and amend anti-bullying practices.
- Monitor, review and update anti-bullying policy and incidents of bullying in order to ensure the safety of all members of the academy.
- Ensure that all staff have a clear understanding of the Warlingham School and sixth form college anti-bullying policy.
- Ensure that the policy is implemented through pastoral meetings.
- Strive to enhance the quality of safeguarding work in relation to bullying and all child on child incidents.
- Formally consult parents about their child's safety and well-being once a year, for example, through parents' evening surveys.

Governors will:

- Ensure that an anti-bullying policy is in place and is reviewed annually.
- Ensure that cases of bullying / child on child incidents are communicated in the termly governors reports.

Parents and carers will:

- Regularly speak to their child in order to promote a social conscience and awareness that reporting bullying is the right thing to do.
- Be aware of and support the schools anti-bullying policy and procedures and use these to assist their child in understanding bullying behaviour.
- Support the schools actions in dealing with proven cases of bullying
- Work with the school in order to support their child in developing positive responses to incidents of bullying consistent with the schools anti-bullying procedures.
- Engage in the Early Help process if wider support is required.
- Be responsible for monitoring their child's e-communication and social media use. Should cyber-bullying occur, parents are responsible for ensuring that the appropriate reporting mechanism is used. For example, the report feature on Facebook, red flag on YouTube or report to the local police.

Appeals process for bullying incidents

At all times the School will seek to work with parents and students to ensure that incidents of bullying are dealt with to the satisfaction of all concerned. If at this point an agreement cannot be reached, the matter may be dealt with through the formal complaints procedure detailed on the website.

Promoting the Anti- Bullying Policy, Culture and Ethos

Warlingham School and Sixth form college has a clear protocol for sustainable promotion of the anti-bullying policy and developing a School wide culture and ethos which supports tackling bullying. This is multifaceted through:

- A culture where it is shown that bullying in any form is unacceptable.
- The use of tutor time, Warlingham Learner, SMSC programme, Wellbeing sessions, Votes for schools. All of which develop discussion, raise awareness of and understanding of the impacts of bullying.
- Anti-bullying mentors promoting the anti-bullying message throughout the School community.
- SARAG group
- Use of curriculum opportunities, in particular tutor periods, PSHE and Citizenship classes where issues of diversity are discussed and anti-bullying messages are drawn out. Teaching students to respect the fact that we are all different.

- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-bullying week in November.
- Whole school assemblies.
- Student surveys.
- Student voice panels.
- Staff voice
- Poster campaigns.
- Improved supervision in potential problem areas including wearing hi-vis jackets when on duty.
- Monitoring of data.
- The use of apology notes and impact statements.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.
- Regular updates for parents via twitter and our website about current issues.
- Parent/Carer communication.
- Student behaviour code of conduct.
- Student support plan – outlines what is in place and what the school will do to support.
- Working with outside agencies include the police and social services.

Criminal Law

Criminal law Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient. The school will work alongside the police to investigate any reported incidents.

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK. The NSPCC provides summaries of the key legislation and guidance on:

- Bullying learning.nspcc.org.uk/child-abuse-and-neglect/bullying
- Online abuse learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse
- Child protection learning.nspcc.org.uk/child-protection-system
- [The Online Safety Act: what it means for children and professionals | NSPCC Learning](#)

Links with other policies

Behaviour Policy
 Child Protection and Safeguarding Policy
 EDI policy
 SEND Policy
 Staff Code of Conduct
 KCSIE

Approved by Local Governing Body	Summer 2026
Due for review	Summer 2027
SLT Member	Mrs K Haynes