



Goldwyn School

Anti-Bullying Policy

(This policy is based on DfE guidance “Preventing and Tackling Bullying” and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

Review Body:	Rob Garratt/Learning & Inclusion
Review Period:	Annual
Last Reviewed:	June 2026
Review Date:	June 2027
Date Approved:	

Executive Summary

This policy outlines the school's approach to preventing and tackling bullying. It includes definitions, forms of bullying, reporting procedures, and the school's commitment to creating a safe and inclusive environment for all students. Key updates include improvements in monitoring and evaluation, student and parent engagement, online safety integration, restorative practices, and staff development.

Policy Objective

This policy outlines what Goldwyn School will do to prevent and tackle all forms of bullying. The policy has been drawn up through the involvement of the whole school community, and we are committed to developing an anti-bullying culture where bullying of adults, children or young people is not tolerated in any form.

Our School Community – School Ethos

Goldwyn School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create a safe, disciplined environment, where students are able to learn and fulfil their potential.

Goldwyn School:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all members of staff to promote positive relationships to prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn; and abide by the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints in line with our Complaints Policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Definition of Bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.”

(DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include:

- Name calling, taunting, mocking, making offensive comments
- Kicking, hitting, taking belongings
- Producing offensive graffiti
- Gossiping, excluding people from groups
- Spreading hurtful and untruthful rumours

This includes the same unacceptable behaviours expressed online (cyberbullying), such as:

- Sending offensive, upsetting, or inappropriate messages via phone, text, instant messaging, gaming, websites, social media, or apps
- Sending offensive or degrading imagery

Bullying can be a form of child-on-child abuse and can be emotionally abusive, causing severe and adverse effects on children's emotional development.

Forms of Bullying Covered by This Policy

Bullying can happen to anyone. This policy covers all types of bullying, including:

- **Prejudicial Bullying** (against people/students with protected characteristics):
 - Race, religion, faith and belief, those without faith, ethnicity, nationality or culture
 - SEND (Special Educational Needs or Disability)
 - Appearance or physical/mental health conditions
- **Physical bullying**
- **Emotional bullying**
- **Bullying related to sexual orientation** (homophobic/biphobic)
- **Bullying of young carers, children in care**, or related to home circumstances
- **Sexist, sexual and gender-based bullying**, including transphobic bullying
- **Bullying against teenage parents** (pregnancy and maternity under the Equality Act)
- **Cyberbullying** (bullying via technology)

Preventing, Identifying and Responding to Bullying

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer-on-peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance-related differences. Also children with different family situations, such as looked-after children or those with caring responsibilities.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Challenge practice (including 'banter') which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention which involves or affects students even when they are not on school premises, for example when using school transport or online etc.

- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with staff, other agencies and the wider school community to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Provide systematic opportunities to develop students’ social and emotional skills, including building their resilience and self-esteem.

Education and Training

The whole school community will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as Anti-Bullying Week.
- Provide systematic opportunities to develop students’ social and emotional skills, including building their resilience and self-esteem.

Involvement of Students

We will:

- Involve students in policy writing and decision making, to ensure that they understand the school’s approach and are clear about the part they have to play to prevent bullying.
- Peer-led initiatives such as anti-bullying ambassadors and buddy systems will be introduced or expanded.
- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of consequences and interventions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embed messages in the wider school curriculum.
- Utilise student voice in providing student-led education and support, in particular via the School Council.
- Publicise the details of internal support, as well as external help lines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with Parents and Carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats, including the school website.

- Ensure that all parents/carers know whom to contact if they are worried about bullying and where to access independent advice.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Run regular workshops and resources will be offered to help parents understand bullying, especially online risks.
- Provide a feedback mechanism will be provided for parents to share concerns and experiences.

Links with Other School Policies and Practices

This policy links with a number of other school policies, practices and action plans including:

- Relationships and Behaviour Policy
- Complaints Policy
- Safeguarding and Child Protection Policies
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE, Citizenship, and Computing
- E-Safety Policy

Links to Legislation

Relevant legislation includes (but is not limited to):

- The Education and Inspections Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

Responsibilities

It is the responsibility of:

- **The Principal** to communicate the policy and ensure fair, consistent, and reasonable application of disciplinary measures.
- **School Governors** to monitor and review the policy.
- **All staff** to support, uphold, and implement the policy.
- **Parents/carers** to support their children and work in partnership with the school.
- **Students** to abide by the policy.

Named Governor: **John Dexter**

Named Staff Lead: **Rob Garratt**

Monitoring and Review

- The policy will be approved by the Governing Body and reviewed annually.
- The named Governor will report regularly on bullying incidents and outcomes.
- The Principal will be informed of concerns as appropriate.
- Monitoring and evaluation mechanisms will ensure consistent application.

- The school will measure the effectiveness of the policy through reduction in incidents, student surveys, and feedback loops.
- An annual review process will gather feedback from students, staff, and parents
- Issues identified will be incorporated into school action planning.

Useful Links and Supporting Organisations (Appendix 1)

Includes resources such as:

- Anti-Bullying Alliance
- Childline
- DfE Guidance
- NSPCC
- Young Minds
- Stonewall
- Think U Know
- UK Safer Internet Centre
- And many more (appendix 1)

Bullying Incident Response Procedure

1. Immediate Action

- Respond promptly to any reported or suspected bullying.
- Record a detailed account using the *CPOMS* system.
- Refer to the **Designated Safeguarding Lead (DSL)** if the incident involves safeguarding or child protection.

2. Investigation

- The **DSL or Pastoral Manager** interviews the **victim, perpetrator**, and any witnesses.
- Record all findings and actions taken.
- Keep relevant staff informed via morning briefings.

3. Support for the Victim

- Ensure the victim is safe and involved in decision-making.
- Offer immediate and ongoing emotional and pastoral support.
- Encourage evidence collection (e.g., screenshots for cyberbullying).
- Provide access to counselling and external services if needed (e.g., Early Help, CYPMHS).

4. Addressing the Perpetrator

- Discuss the incident and its impact with the perpetrator.
- Involve parents/carers to support behaviour change.
- Apply sanctions in line with the school's behaviour policy (e.g., warnings, exclusions, loss of privileges).
- Provide education and support to address behaviour.
- Refer to external services if necessary.

5. Cyberbullying

- Act immediately upon report.
- Support the victim and work with the perpetrator to prevent recurrence.
- Encourage the victim to retain evidence.
- Identify the perpetrator using school systems and witness accounts.
- Contact service providers or police if needed.
- Remove offensive content and educate on online safety.
- Confiscate/search devices in line with school policy and legal guidance.

- Apply sanctions and provide support to both parties.

6. Off-Site or Out-of-Hours Incidents

- Investigate bullying that occurs off-site or outside school hours, including online.
- Collaborate with other schools if needed.
- Apply appropriate support and sanctions in line with safeguarding and e-safety policies.

7. Communication and External Involvement

- Keep parents/carers of both victim and perpetrator informed.
- Involve external agencies (e.g., police, social care) if a criminal offence or significant harm is suspected.
- Use Restorative Approaches and, where appropriate, Restorative Justice Meetings.

Supporting Students

Support for Victims of Bullying

Students who have experienced bullying will be supported through a combination of immediate care, ongoing pastoral support, and access to specialist services where needed.

Support measures include:

- **Immediate opportunity to speak** with a trusted adult, such as a teacher or staff member of their choice.
- **Encouragement to keep a record** of incidents (e.g., written notes, screenshots) to support any investigation.
- **Reassurance and validation** of their experience, with a focus on restoring a sense of safety and belonging.
- **Pastoral support** to help rebuild self-esteem and confidence.
- **Development of coping strategies** and resilience through guided discussions and mentoring.
- **Ongoing support**, which may include:
 - Regular check-ins with staff.
 - Access to formal counselling services.
 - Engagement with parents/carers to ensure a consistent support network.
- **Referral to external agencies** when necessary, such as:
 - Early Help services.
 - Specialist Children's Services.
 - Children and Young People's Mental Health Services (CYPMHS).
 - Police, if a criminal offence is suspected.

Support for Perpetrators of Bullying

Students who have engaged in bullying behaviour will be supported to understand the impact of their actions and to make positive changes.

Support and intervention measures include:

- **Structured discussions** to explore the incident, understand the harm caused, and identify the need for behavioural change.
- **Involvement of parents/carers** to reinforce expectations and support behaviour improvement at home.
- **Educational interventions** to address the underlying causes of the behaviour and promote empathy and accountability.
- **Consequences** in line with the school's Relationships and Behaviour policy.
- **Online content management**, including:
 - Requesting the removal of harmful content.

- Reporting accounts or content to service providers.
- **Referral to external services** for further support, such as:
 - Early Help.
 - Specialist Children's Services.
 - CYPMHS.
 - Police, where a criminal offence may have occurred.

Supporting Adults (Staff and Parents/Carers)

When Adults Are Victims of Bullying

The school recognises that bullying can affect adults, including staff and parents/carers, and treats such incidents with the same seriousness as student-related cases.

Support for adult victims includes:

- **Immediate opportunity to report and discuss concerns** with the Designated Safeguarding Lead (DSL), Head of School, Assistant Principal – Wellbeing, Behaviour and Attendance, or another senior staff member.
- **Advice on keeping a detailed record** of bullying incidents as evidence.
- **Guidance on responding to bullying** and building personal resilience.
- **Investigation of incidents**, including those occurring off-site or online, in line with the school's behaviour and discipline policy.
- **Support in reporting online abuse**, including assistance with contacting service providers to remove harmful content or accounts.
- **Reassurance and emotional support**, tailored to the individual's needs.
- **Referral to external agencies** or organisations for specialist advice and support, where appropriate (e.g., legal advice, mental health services, or mediation services).

When Adults Are Perpetrators of Bullying

The school is committed to addressing bullying behaviour by adults, whether directed at staff, students, or other parents/carers.

Support and action for adult perpetrators includes:

- **Discussion with a senior staff member** to establish the nature of the concern and the facts of the incident.
- **Assessment of whether a legitimate grievance exists**, and if so, referral to the school's official complaints procedure.
- **Request for removal of harmful online content**, where applicable.
- **Implementation of appropriate disciplinary, civil, or legal action**, depending on the severity and nature of the behaviour.
- **Referral to external agencies** if necessary, including legal authorities or professional conduct bodies.

Appendix 1: Useful Links and Supporting Organisations and Guidance

General Anti-Bullying Support

- **Anti-Bullying Alliance**
<https://www.anti-bullyingalliance.org.uk>
- **Childline**
<https://www.childline.org.uk>
- **Family Lives**
<https://www.familylives.org.uk>
- **Kidscape**
<https://www.kidscape.org.uk>
- **MindEd**
<https://www.minded.org.uk>
- **NSPCC**
<https://www.nspcc.org.uk>
- **The BIG Award**
<https://www.bullyinginterventiongroup.co.uk/index.php>
- **PSHE Association**
<https://www.pshe-association.org.uk>
- **Restorative Justice Council**
<https://www.restorativejustice.org.uk>
- **The Diana Award**
<https://www.diana-award.org.uk>
- **Victim Support**
<https://www.victimsupport.org.uk>
- **Young Minds**
<https://www.youngminds.org.uk>
- **Young Carers**
<https://www.youngcarers.net>

Government Guidance

- **Preventing and Tackling Bullying (DfE, 2014)**
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- **Supporting Children and Young People Who Are Bullied (DfE, 2014)**
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- **No Health Without Mental Health (DfE)**
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>

Cyberbullying

- **Childnet International**
<https://www.childnet.com>
- **Digizen**
<https://www.digizen.org>
- **Internet Watch Foundation**
<https://www.iwf.org.uk>
- **Think U Know**
<https://www.thinkuknow.co.uk>
- **UK Safer Internet Centre**
<https://www.saferinternet.org.uk>

- **UK Council for Child Internet Safety (UKCCIS)**
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- **Cyberbullying: Advice for Headteachers and School Staff (DfE)**
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- **Advice for Parents and Carers on Cyberbullying (DfE)**
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

LGBT Support

- **Barnardo's LGBT Hub**
https://www.barnardos.org.uk/whatwedo/our_work/lgbtq.htm
- **Metro Charity**
<https://www.metrocentreonline.org>
- **Proud Trust**
<https://www.theproudtrust.org>
- **EACH**
<https://www.eachaction.org.uk>
- **Pace**
<https://www.pacehealth.org.uk>
- **Schools Out**
<https://www.schools-out.org.uk>
- **Stonewall**
<https://www.stonewall.org.uk>

SEND (Special Educational Needs and Disabilities)

- **Changing Faces**
<https://www.changingfaces.org.uk>
- **Mencap**
<https://www.mencap.org.uk>
- **Cyberbullying and SEND (Anti-Bullying Alliance)**
https://www.cafamily.org.uk/media/750755/cyberbullyingandsend-module_final.pdf
- **SEND Code of Practice (DfE)**
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Race, Religion and Nationality

- **Anne Frank Trust**
<https://www.annefrank.org.uk>
- **Kick It Out**
<https://www.kickitout.org>
- **Report It**
<https://www.report-it.org.uk>
- **Stop Hate UK**
<https://www.stophateuk.org>
- **Tell MAMA**
<https://www.tellmamauk.org>
- **Educate Against Hate**
<https://www.educateagainsthate.com>
- **Show Racism the Red Card**
<https://www.srtrc.org/educational>

Sexual Harassment and Sexual Bullying

- **Ending Violence Against Women and Girls (EVAW)**
<https://www.endviolenceagainstwomen.org.uk>
- **EVAW Guide for Schools (PDF)**
<https://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf>
- **Disrespect No Body Campaign**
<https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>
- **Preventing and Responding to Sexual Bullying (Anti-Bullying Alliance)**
<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual>
- **Advice for School Staff on Sexual Bullying (Anti-Bullying Alliance)**
<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related>

Additional Resources

- **Preventing and Tackling Bullying (July 2017)**
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>