



Schools Partnership  
A guiding light for education



**Willowbrook School**

**Anti-Bullying Policy 2025-26**

## History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
1	March 26		New policy based on Ventrus and Tarka previous policies	Upon merger and to meet latest legislation

## Other related Policies and Guidance

- Behaviour Policy
- Online Safety Policy
- Equality and Diversity Policy
- Safeguarding policy and Child Protection

## Table of Contents

History of most recent policy changes.....	2
Other related Policies and Guidance.....	2
Table of Contents .....	3
1. Statement of Intent.....	4
2. Aims of the Policy.....	4
3. Roles and Responsibilities .....	4
4. Definition of Bullying .....	4
5. Preventing Bullying.....	5
6. Reporting Bullying.....	5
7. How we respond to reported bullying .....	6
8. Monitoring and Review .....	6
9. Appendices .....	7

## 1. Statement of Intent

At Willowbrook school, every child has the right to feel safe, valued and respected. We are committed to providing a caring, friendly environment where children can learn and grow happily and safely. We recognise that sometimes children require additional support to manage their relationships with others. However, bullying of any kind is unacceptable and will not be tolerated. We are committed to preventing bullying, identifying it quickly, and responding effectively.

## 2. Aims of the Policy

- Create an inclusive, respectful school culture where bullying is not accepted.
- Prevent bullying through a whole school approach.
- Ensure pupils, staff, and parents understand what bullying is and how to report it.
- Provide clear procedures for reporting and responding to bullying.
- Support those who experience bullying and help those who display bullying behaviour to change their behaviour.

## 3. Roles and Responsibilities

- The Headteacher and Senior Leadership Team are responsible for policy implementation and staff training to ensure practice is consistent and effective. They will monitor behaviour logs and ensure where bullying is reported that it is responded to swiftly and effectively and be available if escalation is required.
- All staff are responsible for modelling kind behaviour, being vigilant for signs of bullying, acting on signs of concerns, following reporting procedures and ensuring all children involved are supported.
- Pupils are responsible to treat others with kindness and respect, to be inclusive, to report bullying if it happens, and to be an upstander not a bystander.
- Parents are responsible for reinforcing positive and respectful behaviours at home, communicating concerns promptly and working with the school in a supportive manner to resolve issues.

## 4. Definition of Bullying

We define bullying as persistent negative behaviour intended to cause harm, distress or threat to another child, often involving a power imbalance.

This may include:

- Verbal: name-calling, insults, threats, discriminatory language
- Physical: hitting, pushing, unwanted or inappropriate touch
- Social/Relational: spreading rumours, exclusion, humiliation
- Online/Cyberbullying: harmful messaging, image sharing, or harassment on any device, in or out of school

- Discriminatory: bullying based on race, religion, disability, gender identity, sexual orientation, SEND or other protected characteristics.

## 5. Preventing Bullying

We use proactive measures to reduce the likelihood of bullying and use our school values (appendix 1) as a foundation to do this.

### Curriculum and assemblies

- Have weekly whole school assemblies and class assemblies focused one of our school values: respect, community, curiosity, resilience, aspiration and compassion.
- Deliver weekly PSHE lessons which include sessions on friendship, empathy, diversity and online safety.
- Celebrate diversity through curriculum, assemblies, and pupil-led activities.
- Deliver online safety sessions at the start of every computing lesson.
- Participate annually in anti-bullying week.

### School culture

- Clear expectations for behaviour and respect and challenge poor behaviour choices.
- Staff model respectful language and interactions.
- Encourage peer support systems (for example play leaders and reading buddies).
- Work with families to set clear expectations for online conduct.

### Environment

- Staff are available daily on the gates
- Offer safe and quiet spaces at break and lunch for pupils who need them.
- Ensure our playgrounds and corridors are supervised.
- Visible anti-bullying posters.
- Worry boxes/anonymous reporting systems are available in each classroom.

## 6. Reporting Bullying

Anyone—pupil, parent, or staff member—can report concerns at any time. We take all reports of bullying seriously.

- Pupils can report their concerns to any trusted adult of theirs within the school or can use the worry box system in their classroom.
- Parents can contact the class teacher and/or a senior leader if they are concerned their child is being bullied or is bullying others.

- Staff will report their concerns to the class teacher and/or a senior leader.

## 7. How we respond to reported bullying

Once concerns have been reported we aim to respond efficiently and effectively. The flowchart detailed in appendix 2 outlines our bullying response protocols.

### Step 1: Evidence gathering

- Promptly Investigate the type of incident reported and the frequency of the incident to determine whether it constitutes bullying.
- Sensitively Listen to all involved parties to gain a greater understanding of the situation.
- Record findings to identify patterns and plan support

### Step 2: Take action

- Act to stop the bullying and prevent reoccurrence.
- Relevant staff will be made aware to prevent/monitor further incidents.
- Further actions might include restorative conversations, mediation between pupils, relational support plans, lunchtime plans, classroom adjustments and/or consequences in line with our behaviour policy.
- Class teacher will meet with both the victims and perpetrators parents to inform them of actions taken.

### Step 3: Support

- Support for the pupil who has experienced bullying. This could include emotional support, regular check-ins, safe spaces at playtime or a communication book.
- Educate and support the pupil displaying bullying behaviour, addressing underlying causes and restoring relationships wherever possible. This could include behaviour mentoring, consequences for their actions, a report card and/or emotional literacy support.

### Step 4: Follow-up

- Actions taken will be reviewed to ensure that the bullying has stopped.

## 8. Monitoring and Review

- Incidents are logged onto CPOMS to identify patterns. The Senior Leadership Team are alerted to all CPOMS and monitor them daily. Taking immediate action where necessary.
- Behaviour patterns are monitored and discussed weekly by the leadership team.
- Every term, the safeguarding governor meets with the headteacher to discuss the number of bullying incidents.
- Policy reviewed annually by the Headteacher and Local Board, with Trust oversight.

## 9. Appendices

### Appendix 1: Willowbrook school values



## Appendix 2: Behaviour protocol flowchart

