

Winchester House School

Anti-bullying Policy

Version 2

Responsible Governor: n/a

Last reviewed: 6th May 2019 (DJ)
25th June 2021 (AVM)
18th January 2022 (SL)
15th March 2023 (SL)
1st September 2026 (SP)

Adopted by Governors: n/a

Next review due: 1st September 2029 (Deputy Head Pastoral)

Key Facts

- Definition of bullying
- Aims of this policy
- How Winchester House prevents, identifies and responds to bullying
- Types of bullying, including prejudice-based bullying and cyberbullying
- Reporting, recording, monitoring and support procedures
- Restorative approaches and sanctions
- Information on online bullying, cyberbullying and technology-facilitated abuse

This policy involves the whole School community and should be read alongside the School's Safeguarding and Child Protection Policy, Behaviour Policy and Online Safety & Digital Awareness Policy.

The School recognises that bullying may be a form of child-on-child abuse and that some incidents may involve online abuse, sexual harassment, sexual violence, harmful sexual behaviour, prejudice-based abuse or technology-facilitated abuse. Such concerns will be managed in accordance with the School's safeguarding procedures and may require intervention from the Deputy Head Pastoral (DSL).

This policy applies to all pupils, including those in the Early Years Foundation Stage (EYFS). As appropriate to the age and developmental stage of the children involved, the Head of Bradshaw and EYFS staff may make suitable adjustments to procedures whilst remaining consistent with the aims and principles of this policy.

This policy is also adopted by the boarding community, where appropriate, and supports the communal ethos of boarding life.

This policy has regard to the Department for Education guidance *Preventing and Tackling Bullying* and *Keeping Children Safe in Education*.

Introduction

All pupils have the right to an educational environment in which they feel safe, valued and free from bullying, harassment and discrimination. This principle is reflected in the United Nations Convention on the Rights of the Child, which recognises every child's right to education, safety, wellbeing and equal opportunity.

All members of the School community are expected to contribute to a culture of kindness, respect and inclusion by treating others with dignity and consideration, in accordance with The Winchester House Way.

Throughout this policy, we may refer to an "individual" rather than a child or pupil. This reflects our belief that every member of the Winchester House community, including pupils, staff, parents and visitors, has the right to be treated with dignity and respect.

Definitions

Winchester House adopts the following definition of bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may be verbal, physical, emotional, relational or online in nature and can take many forms, including cyberbullying through social media, messaging services, gaming platforms, online forums and the sharing of images or videos.

Bullying is often motivated by prejudice against particular groups. This may include bullying related to race, religion or belief, sex, disability, special educational needs, sexual orientation, gender

reassignment, family circumstances, care experience, caring responsibilities, appearance, or any actual or perceived difference.

Bullying is not the same as a disagreement, friendship difficulty or isolated act of unkindness. Bullying typically involves an imbalance of power, whether physical, social, emotional or psychological, which is used to intimidate, exclude, humiliate or harm another individual. Under the Children Act 1989, bullying incidents should be addressed as a safeguarding concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

The School will work with parents and, where appropriate, external agencies, including children's social care and the police, where bullying is particularly serious, persistent, involves safeguarding concerns or may constitute a criminal offence.

Aim

The aim of the anti-bullying process is to repair harm, restore relationships and promote a safe, respectful and inclusive school community. This will be achieved through supporting, reassuring and protecting those who have experienced bullying behaviour, whilst educating those responsible and helping them to understand the impact of their actions.

Winchester House adopts a restorative and educational approach wherever appropriate, recognising that pupils learn from mistakes and can be supported to make positive changes to their behaviour. The School will always consider the needs of the individual pupils involved and will implement a tailored response that reflects the nature, seriousness and circumstances of the incident.

Equality, Inclusion and Protected Characteristics

Winchester House is committed to providing a safe, inclusive and respectful environment for all pupils. The School recognises its responsibilities under the Equality Act 2010 and will not tolerate discrimination, harassment, victimisation or bullying on the basis of any protected characteristic.

The School is committed to promoting equality of opportunity, fostering positive relationships and ensuring that all pupils are treated fairly and with respect, regardless of their age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity.

The School also recognises its responsibilities under the Children and Families Act 2014 and will ensure that pupils with special educational needs and disabilities (SEND) are supported appropriately and are able to participate fully in school life.

Bullying related to a protected characteristic, special educational need, disability, family circumstance, vulnerability or perceived difference will be taken particularly seriously and responded to promptly and appropriately.

Our Approach to Bullying

Winchester House recognises that, whilst no school wishes bullying to occur, incidents of unkindness, friendship difficulties and bullying behaviours can arise as children develop socially and emotionally. Such behaviours will always be taken seriously and addressed appropriately.

Within the definition of bullying, two important elements are repetition and intent. Not all incidents of unkindness, conflict or disagreement constitute bullying; however, all concerns will be listened to, investigated and responded to proportionately.

As a learning community, Winchester House adopts a restorative and educational approach to addressing bullying wherever appropriate. The needs of the child who has experienced bullying behaviour will always be the first priority. Alongside this, we seek to educate those responsible for the behaviour and help them understand the impact of their actions in order to prevent repetition and promote positive relationships.

Where appropriate, restorative approaches, including the No Blame Meeting process outlined in Appendix 2, may be used to repair relationships, resolve conflict and support learning. The suitability of any restorative approach will depend on the circumstances of the case and the needs of those involved.

There should be no doubt within the school community about the seriousness of bullying. Bullying can have significant emotional, psychological and physical consequences. Bullying related to protected characteristics, prejudice or discrimination will be treated particularly seriously. In accordance with the School's safeguarding procedures, we maintain a zero-tolerance approach to abuse. Bullying must never be dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys", as this can create a culture in which harmful behaviour is normalised and left unchallenged.

Staff are encouraged to remain vigilant and to foster a culture in which pupils feel confident to speak up about concerns. Pupils will be encouraged to report bullying behaviour and seek support from a trusted adult.

Responsibility for Addressing Bullying

All staff have a responsibility to identify, challenge and respond to bullying behaviour in accordance with this policy. This includes teaching and non-teaching staff, who are expected to intervene where appropriate, support those involved and report concerns promptly through the School's reporting procedures.

Any concerns relating to bullying should be passed to the appropriate member of staff without delay. Serious incidents, safeguarding concerns or allegations involving bullying should be reported immediately to the Deputy Head Pastoral or Head.

Winchester House will work collaboratively with pupils, parents and, where appropriate, external agencies to address bullying behaviour and promote positive outcomes for all those involved.

Types of Bullying

Examples of different forms of bullying and prejudice-based bullying can be found in Appendix 1.

Prevention and Awareness

Opportunities to develop pupils' understanding of bullying, positive relationships and respectful behaviour are embedded throughout school life, including through assemblies, tutor time, Circle Time, PSHE, boarding meetings, School Council discussions and national awareness events such as Anti-Bullying Week.

Through these opportunities, pupils are taught how to recognise bullying behaviour, how to seek support, how to respond safely to concerns and the important role they can play as bystanders and upstanders in creating a positive school community.

Responding to Bullying Concerns

When concerns are raised, the School's response will be guided by the following principles:

- Education and Prevention
- Vigilance and Early Identification
- Reporting and Recording
- Investigation and Information Gathering
- Planning and Intervention
- Monitoring and Review

Education and Prevention

Winchester House is committed to creating a culture in which bullying is not tolerated and pupils feel confident to seek support and report concerns. Effective anti-bullying education helps pupils understand what bullying is, why it occurs and the impact it can have on others. Pupils are also

taught how to recognise bullying behaviour, respond appropriately, seek support and play a positive role as bystanders and upstanders.

Through a planned programme of education and pastoral support, pupils are helped to understand the values of The Winchester House Way, recognise bullying behaviour, seek support when needed and contribute positively to a culture of kindness, inclusion and respect.

The School promotes a culture of openness in which pupils are encouraged to speak to a trusted adult if they have concerns about bullying, either for themselves or for others. Information about sources of support is displayed around the School and pupils are regularly reminded of the Circle of Support and the different avenues available for seeking help.

Staff are expected to be familiar with the principles of this policy and receive relevant guidance and updates through induction, safeguarding training, staff meetings and professional development opportunities, as appropriate to their role.

The School regularly seeks the views of pupils regarding their experiences of bullying and the effectiveness of the School's response. Feedback from surveys, pupil voice activities and pastoral discussions helps to inform future practice and identify any barriers that may prevent pupils from reporting concerns. Further information regarding barriers to speaking up can be found in Appendix 6.

Vigilance and Early Identification

Staff are expected to remain vigilant to signs of bullying both within and beyond the classroom. Concerns may arise through observations, disclosures, changes in behaviour, discussions with pupils, information shared by parents or patterns identified through pastoral records.

Staff should share concerns promptly with the appropriate Tutor, Class Teacher, Head of Section, Head of Bradshaw or Deputy Head Pastoral, as appropriate. Time is allocated within pastoral and staff meetings to discuss concerns, identify emerging patterns and agree appropriate support and intervention.

All significant concerns and observations should be recorded on MyConcern in accordance with the School's safeguarding and reporting procedures.

Reporting and Recording

All bullying concerns, investigations, actions and outcomes should be recorded on MyConcern. Records should be factual, clear and completed in a timely manner.

Where appropriate, records should identify whether concerns are linked to a protected characteristic, prejudice-based abuse or another vulnerability. Relevant documentation, correspondence and agreed actions should be attached to ensure a clear chronology of events and interventions.

The Deputy Head Pastoral will maintain oversight of bullying records in order to identify patterns, monitor trends and ensure that concerns are addressed consistently and effectively.

Investigation and Information Gathering

Where a bullying concern is raised, the School has a duty of care to investigate and take appropriate action to ensure that pupils feel safe and supported. A lead member of staff will be appointed to coordinate the School's response.

A bullying concern may arise through:

- A disclosure by a pupil
- Concerns raised by a parent, member of staff or another pupil
- Observations by staff
- Patterns identified through pastoral records or monitoring

- Information received from external agencies where appropriate

Depending on the nature of the concern, this may involve:

- Speaking with the pupil who has experienced the behaviour
- Speaking with the pupil or pupils whose behaviour is of concern
- Speaking with witnesses and bystanders
- Gathering information from staff observations, records and other relevant sources

In some cases, following discussion and investigation, it may be appropriate to continue monitoring the situation without further intervention. In other cases, a more structured response may be required.

Planning and Intervention

Where concerns are substantiated, an appropriate plan of support and intervention will be agreed. The needs of the pupil who has experienced the bullying behaviour will remain the primary consideration throughout the process.

The Tutor, Class Teacher or Key Person will normally play a central role in implementing and monitoring the agreed plan, supported by other staff as appropriate. Depending on the nature and seriousness of the concern, this may include Heads of Section, the Head of Bradshaw, Houseparents, the Deputy Head Pastoral, the Head or other relevant staff.

Parents of all pupils directly involved will normally be informed and their support enlisted. The School will ensure that communication is timely, appropriate and proportionate to the circumstances.

Interventions may include:

- Restorative approaches, where appropriate
- Individual or group pastoral support
- Support from the School Counsellor or other pastoral staff
- Increased monitoring and supervision
- Educational work relating to bullying, relationships, respect and inclusion
- Behavioural support strategies
- Sanctions in accordance with the Behaviour Policy

The role of bystanders and upstanders will also be considered as part of the School's response, recognising the importance of promoting a culture in which bullying behaviour is challenged and reported.

Monitoring and Review

The effectiveness of any agreed intervention should be reviewed regularly. The views of the pupils involved will be sought and appropriate feedback gathered from staff and parents where necessary.

Where concerns persist, additional support, intervention or sanctions may be implemented in accordance with this policy and the Behaviour Policy.

Monitoring information will be used to identify trends, evaluate the effectiveness of the School's approach and support the ongoing promotion of a culture of kindness, respect, inclusion and tolerance.

Persistent or Repeated Bullying

Persistent or repeated bullying will be treated very seriously. Where initial interventions, support strategies, restorative approaches and sanctions have not successfully resolved concerns, the School will implement additional measures to safeguard those affected and prevent further incidents.

This may include:

- Increased involvement of the Head of Bradshaw, Head of Section, Deputy Head Pastoral or Head.
- Further meetings with parents and pupils to review concerns, agree expectations and consider additional support strategies.
- Increased monitoring and supervision of those involved.
- Enhanced pastoral support for all pupils affected.
- Additional educational or behavioural interventions designed to promote positive and lasting change.
- The implementation of more serious sanctions in accordance with the Behaviour Policy.

At each stage, the School will continue to provide appropriate support and intervention aimed at helping pupils understand the impact of their behaviour and make positive changes.

It is essential that pupils and parents understand the consequences of repeated bullying behaviour and the importance of engaging positively with support and intervention strategies.

Where bullying behaviour persists despite intervention, the matter will be escalated in accordance with the Behaviour Policy and may result in more serious disciplinary consequences.

Sanctions

Sanctions for bullying behaviour will be applied fairly, consistently and proportionately, taking account of the age, needs and individual circumstances of the pupils involved.

The School's primary aim is to educate, support and bring about positive change; however, sanctions may be necessary where bullying behaviour has been substantiated. Any sanctions imposed will be determined in accordance with the Behaviour Policy and may be accompanied by appropriate pastoral support and restorative intervention.

In more serious or persistent cases, sanctions may include detention, internal suspension, suspension or, in exceptional circumstances, permanent exclusion.

Appendix 1 – Types of Bullying

Bullying can take many forms and may occur in person or through digital technology. The examples below are intended as guidance and are not an exhaustive list.

Verbal Bullying

- Name-calling
- Insults or offensive comments relating to appearance, ability, family background, culture, race, religion or other personal characteristics
- Teasing, sarcasm or mocking
- Spreading rumours
- Persistent intimidation or humiliation

Physical Bullying

- Hitting, kicking, punching or pushing
- Unwanted physical contact
- Damaging, hiding or taking belongings
- Threatening behaviour or intimidating gestures

Relational or Social Bullying

- Deliberate exclusion from groups, activities or friendships
- Encouraging others to exclude an individual
- Spreading gossip or malicious rumours
- Manipulating friendships or social situations to cause harm

Cyberbullying

- Threatening, intimidating or unkind messages
- Sharing rumours or harmful content online
- Posting, sending or manipulating images or videos without consent
- Excluding individuals from online groups or conversations
- Using social media, messaging services, gaming platforms or other digital technologies to cause distress or harm
- The use of artificial intelligence (AI), impersonation, fake accounts or manipulated content to target, embarrass or harm another individual

(See Appendix 4 for further information about cyberbullying.)

Sexual Bullying

- Unwanted physical contact
- Sexual comments, remarks, jokes or gestures
- Unwanted discussion of a person's body, relationships or sexuality
- Sharing sexual rumours
- Behaviour that may constitute sexual harassment or sexual violence

Examples of Prejudice-Based Bullying

Bullying may be motivated by prejudice relating to an individual's actual or perceived identity, background, characteristic or circumstance.

Prejudice-based bullying may include, but is not limited to:

Race, Ethnicity or Nationality

- Racist language, comments, jokes or stereotypes
- Offensive remarks relating to culture, ethnicity, nationality or heritage

Religion or Belief

- Mocking or discriminating against an individual's faith, beliefs or religious practices

Disability or Special Educational Needs

- Comments, behaviour or exclusion relating to a disability, learning difference, medical condition or special educational need

Sex, Gender Reassignment or Sexual Orientation

- Sexist, homophobic, biphobic or transphobic language or behaviour
- Negative stereotypes or discriminatory comments

Family Circumstances or Vulnerability

- Bullying related to family background, care experience, caring responsibilities, socioeconomic circumstances, appearance or any other actual or perceived difference

Bullying related to a protected characteristic or vulnerability will always be taken particularly seriously and recorded appropriately in accordance with this policy and the School's safeguarding procedures.

Appendix 2 – No Blame Meetings

The School seeks to avoid labelling pupils. For the purposes of this appendix, the pupil who has experienced the behaviour will be referred to as **Child A**, while the pupil whose behaviour is causing concern will be referred to as **Child B**.

A No Blame Meeting is a restorative approach that may be used, where appropriate, to help pupils understand the impact of their behaviour, repair relationships and agree positive ways forward. It is not intended to replace investigation or safeguarding procedures and will only be used where staff judge it to be suitable and in the best interests of those involved.

A No Blame Meeting would not normally be used in cases involving serious bullying, prejudice-based bullying, sexual harassment, sexual violence, harmful sexual behaviour or other safeguarding concerns.

Preparation

Before a No Blame Meeting takes place:

1. Staff should ensure that Child A feels safe, supported and comfortable with the proposed approach.
2. The pupils involved, including any relevant witnesses, should be identified.
3. Consideration should be given to whether a restorative meeting is appropriate in the circumstances.

The No Blame Meeting

The meeting should be facilitated by an appropriate member of staff and conducted in a calm and supportive manner.

1. Child A is encouraged to explain the situation and describe how the behaviour has affected them, using their own words where possible.
2. The member of staff summarises what has been said and checks that Child A feels understood and accurately represented.
3. Child B and any other pupils present are invited to reflect on what has been heard and suggest ways in which the situation can be improved.
4. The discussion should focus on understanding, empathy, responsibility and solutions rather than blame.
5. Any agreed actions should be clearly summarised by the member of staff before the meeting concludes.

Where appropriate, pupils may be encouraged to apologise, repair relationships or take positive actions to demonstrate their commitment to the agreed outcome.

Recording

The meeting and any agreed actions should be recorded on MyConcern. Relevant staff should be informed where necessary to support implementation of the agreed actions.

Monitoring

The Tutor, Class Teacher or Key Person should monitor the situation following the meeting and maintain appropriate communication with the pupils involved. The success of any agreed actions should be reviewed within an appropriate timescale. If concerns continue, further intervention and support should be implemented in accordance with this policy.

Where Concerns Continue

If bullying behaviour continues following a No Blame Meeting, or if further concerns arise, the School will move to a more structured intervention process in accordance with the procedures outlined in this policy.

Appendix 3 – Sanctions and Response Framework

Sanctions for bullying behaviour will be applied in accordance with the School's Behaviour Policy and will be fair, proportionate and appropriate to the age, needs and circumstances of the pupils involved.

When determining an appropriate response, the School will consider factors including:

- The nature and seriousness of the behaviour
- The impact on those affected
- Whether the behaviour was intentional
- Any imbalance of power
- The frequency and persistence of the behaviour
- Any safeguarding concerns
- The age, developmental stage and individual needs of the pupils involved
- Whether the behaviour is linked to a protected characteristic or vulnerability

Possible responses may include:

- Restorative conversations and reflection
- Educational and pastoral interventions
- Increased monitoring and supervision
- Referral to a Tutor, Class Teacher, Head of Section, Head of Bradshaw, Deputy Head Pastoral or Head
- Meetings with parents
- Behavioural support strategies
- Minus Points and other behaviour sanctions in accordance with the Behaviour Policy
- Detention
- Internal suspension
- Suspension
- Permanent exclusion in exceptional circumstances

At a Glance Response Framework

When a bullying concern or allegation is raised, the School will:

1. Investigate the concern.
2. Appoint a lead member of staff where appropriate.
3. Assess the nature, severity and context of the behaviour.
4. Implement support, intervention and any appropriate sanctions.
5. Record actions and outcomes on MyConcern.
6. Monitor and review the effectiveness of the response.

Levels of Response

Early Concern

- No clear evidence of bullying.
- Relationships may be strained or there may be isolated incidents of unkindness.
- Increased staff awareness and monitoring.
- Supportive discussions and pastoral intervention where appropriate.

Emerging Concern

- Repeated unkind behaviour or concerns indicating a developing pattern.
- Targeted pastoral support and monitoring.
- Restorative approaches and educational interventions.
- Appropriate behaviour sanctions where necessary.

Serious Concern

- Clear evidence of bullying and/or a significant imbalance of power.
- Enhanced intervention and monitoring.
- Parental involvement.
- Consideration of safeguarding implications.
- More serious sanctions in accordance with the Behaviour Policy.

Appendix 4 – Cyberbullying and Technology-Facilitated Bullying

Cyberbullying is bullying that takes place through digital technology. It may occur through social media, messaging services, gaming platforms, online forums, websites, artificial intelligence (AI) tools or other forms of digital communication.

Unlike many other forms of bullying, cyberbullying can occur at any time, reach a wide audience quickly and follow individuals beyond the school environment. It may also allow those responsible to remain anonymous.

Examples of cyberbullying include:

- Sending threatening, intimidating or unkind messages.
- Sharing rumours, gossip or harmful comments online.
- Posting or forwarding images, videos or personal information without consent.
- Deliberately excluding an individual from online groups, chats or activities.
- Impersonating another person online.
- Creating fake accounts designed to embarrass, intimidate or harm an individual.
- Sharing manipulated, altered or AI-generated content intended to cause distress or humiliation.
- Using digital technology to harass, threaten or discriminate against another individual.

Winchester House recognises that cyberbullying may occur outside school hours and away from the school site. Where such behaviour affects the wellbeing of pupils, relationships within the school community or the orderly running of the School, it will be addressed in accordance with this policy, the Behaviour Policy and the Online Safety & Digital Awareness Policy.

Pupils are expected to demonstrate the same standards of behaviour, kindness and respect online as they do in person.

All concerns relating to cyberbullying should be reported to a member of staff as soon as possible. Cyberbullying incidents will be investigated and recorded in the same way as other forms of bullying.

Sanctions for cyberbullying will be determined in accordance with the Behaviour Policy.

Appendix 5 – Guidance for Pupils and Parents

If You Think You Are Being Bullied

- Walk away from the situation if it is safe to do so and avoid responding aggressively.
- Tell a trusted adult what has happened, even if you have been asked not to.
- Remember that speaking up can help keep both you and others safe.
- Do not blame yourself. Bullying is never your fault.
- If it feels safe and appropriate, use your “Personal Power” to tell the other person to stop.
- Keep talking to someone until you get the help and support you need.

If You See Someone Else Being Bullied

- Do not join in or encourage the behaviour.
- Be an Upstander. Upstanders take positive action to help others and challenge harmful behaviour safely.
- Tell a trusted adult what you have seen or heard.
- Do not ignore bullying. Consider how you would feel in the other person's position.
- Offer support to the person being targeted where appropriate.
- Remember that we all play a part in creating a safe, respectful and inclusive community.

Building Positive Relationships

- Treat others with kindness and respect.
- Choose friends who make you feel valued and supported.
- Think carefully about the impact your words and actions may have on others.
- Celebrate differences and show respect for diversity.
- Develop confidence in using your “Personal Power” appropriately and respectfully.

Avoiding Bullying Behaviour

- Talk to a trusted adult if you are worried, angry or upset.
- Think before you act or speak. Could your words or actions hurt somebody else?
- Take responsibility for your behaviour and be willing to make things right when mistakes happen.
- If a situation feels difficult, step away and take time to calm down before responding.
- Think carefully before posting, sharing or commenting online. Consider how your message might affect others and whether it could be misunderstood.

How Parents Can Help

- Familiarise yourself with the School's definition of bullying so that you can recognise concerns your child may discuss with you.
- Listen carefully and calmly if your child shares concerns about bullying or friendship difficulties.
- Reassure your child that they have done the right thing by speaking up.
- Encourage your child to speak to a trusted adult in school and support them in doing so.
- If you have concerns about your child's wellbeing, contact their Teacher, Tutor, Head of Section, Houseparent, Deputy Head Pastoral, Head of Bradshaw or the Head.
- Avoid contacting another child's parents directly regarding an alleged bullying incident, as this can sometimes make matters more difficult to resolve.
- Maintain open conversations about online activity, digital communication and online safety.
- Encourage your child to report any concerns relating to cyberbullying, inappropriate online behaviour or harmful content.
- Support the School in promoting the values of The Winchester House Way and a culture of kindness, respect and inclusion.

For additional online safety advice, parents may find the resources available through Childnet and other recognised online safety organisations helpful.

Appendix 6 – Barriers to Speaking Up

Pupils do not always report bullying immediately. Understanding why a pupil may be reluctant to speak up helps staff and parents provide appropriate support.

Common barriers to speaking up include:

Shame and Embarrassment

Pupils may feel embarrassed, ashamed or worried that others will judge them if they report bullying.

Fear of Retaliation

A pupil may worry that reporting concerns will make the situation worse or lead to further bullying.

Worry About Not Being Believed

Some pupils fear that adults or peers may not believe them or may minimise their experience.

Desire for Acceptance

Pupils sometimes tolerate unkind behaviour because they want to remain part of a friendship group or social circle.

Fear of Being Seen as a "Tattletale"

Some pupils worry that reporting concerns will lead to them being labelled by others.

Low Self-Esteem

Pupils with low confidence may believe they deserve the treatment they are receiving or feel powerless to change the situation.

Failure to Recognise Bullying

Not all bullying is physical. Some pupils may not recognise exclusion, rumours, online behaviour or relational bullying as bullying.

Thinking It Will Not Help

A pupil may believe that nothing will change if they tell someone.

Online Concerns

In cases of cyberbullying, pupils may worry about losing access to devices, social media or online games if they report concerns.

Creating a Culture of Speaking Up

Winchester House is committed to creating a culture in which pupils feel safe, listened to and supported when sharing concerns. All reports of bullying will be taken seriously, investigated appropriately and responded to in accordance with this policy.

Pupils are encouraged to speak to a trusted adult as early as possible, whether concerns relate to themselves or to somebody else.