



WESTMINSTER UNDER SCHOOL

**Policy on Anti-BAD
(Anti-Bullying, -Abuse and -Discrimination)**

This policy applies to the Early Years Foundation Stage [EYFS]

Written by:	MJW and ERK
Version number:	v6.1
Effective date:	May 2026
Summary of changes:	Amended to include children in the Pre-Prep Other minor edits
Approved by:	SMT
Related policies:	Policy of Behaviour, Rewards and Sanctions Safeguarding Policy e-Safety Policy Various Government guidance, e.g., Guidance on Searching, Screening and Confiscation
Audience:	Governors, staff, parents, pupils
Last version:	v5.1 – November 2024
Next review date:	September 2027, biannual
Person(s) in charge of review:	Deputy Master; Assistant Master, Pastoral

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Key Personnel & Contact Details

Master

Mr Michael Woodside (michael.woodside@westminster.org.uk)

Deputy Master, Lower School and Designated Safeguarding Lead (DSL):

Hayley Wellman (hayley.wellman@westminster.org.uk)

Assistant Master, Pastoral (and DDSL):

Eleanor Kullmann (eleanor.kullmann@westminster.org.uk) [Maternity Leave]

Harriet Linley (harriet.linley@westminster.org.uk) [Maternity Cover]

Other Deputy Designated Safeguarding Leads (DDSLs):

Tom Dumas, Assistant Director of Sport, thomas.dumas@westminster.org.uk

Peter Lawson, Head of Year 5 (peter.lawson@westminsterschool.org.uk)

School Counsellor:

Tess Bokanandh, (tess.bokananadh@westminster.org.uk)

The Independent Listener*:

Reverend Graham Buckle (tel. 020 7834 1300)

N.B. An Independent Listener forms part of the National Minimum Standards (NMS) for Boarding Standards, There is no obligation for any non-boarding school to have an Independent Listener, though Westminster Under School offers this as an option. It is primarily designed for pupils to be able to speak to an independent adult. The Independent Listener system is confidential and the person fulfilling this role is under no obligation to inform the School of any calls, though the usual Safeguarding guidelines continue – in the case of a Safeguarding concern, the DSL must be informed in the usual way.

Telephone Numbers of support organisations:

- Childline – 0800 11 11 (Primarily children)
- NSPCC – 0800 800 5000 (Children and adults)
- Kidscape – 0300 1024481, WhatsApp 07496 682 785 primarily adults)
- Westminster Children’s Social Care, primarily if you are worried about a child - (tel. 020 7641 4000 Monday to Friday 9 am – 5 pm, Emergency Duty Team 020 7641 2388 outside these times),

Introduction

Westminster Under School (‘the School’) seeks to encourage intellectual curiosity, to foster a lifelong love of learning and for children to be the best versions of themselves, both while they are with us at School and as they become teenagers and into adults. Every pupil is different and has their own strengths, personality and interests. Pupils frequently and spontaneously celebrate

these differences and having niche interests is often seen as ‘cool’ – crochet, beekeeping and ballet being just a few examples.

It must be absolutely clear to everyone in the School community that every pupil in the School has the right to enjoy their education. This policy seeks to ensure that all pupils are able to do so, free from any form of bullying, abuse or discrimination, which is unacceptable anti-social behaviour, and affects everyone in the community as well as the ethos of the entire School. We instead seek to promote mutual respect, tolerance and care throughout the entire School community.

To aid this, the School has a comprehensive set of policies which aims to give transparent and clear guidelines so that, in the event of bullying, abuse or discrimination, parents, pupils and staff know how a case will be dealt with and that it will be dealt with quickly and seriously. As well as in this policy, further information on unacceptable behaviour is contained in the Policy on Behaviour, Rewards and Sanctions and the e-Safety Policy.

This policy also applies to children in the Early Years (EYFS). It is recognised that children at this stage are still developing their understanding of appropriate behaviour and social interaction. At times, they may display behaviours that would not be considered acceptable by older children. Any behaviour of a physical nature (for example, pushing) will be addressed seriously but sensitively, while taking into account the child’s developmental stage and age-appropriate expectations. Further information is in the Policy on Behaviour, Rewards and Sanctions.

Aims

The principle aims of the School’s Policy on Anti-BAD are therefore:

1. To make it clear to all members of the community that the School both expects and will foster a supportive, caring and safe environment in which pupils can attend and learn without fear of being bullied or to suffer any form of abuse or discrimination.
2. For all members of the School community to understand what bullying, abuse and discrimination are, the different forms they can take and to know what to do about it, should it happen. It is imperative that anyone who is, or feels like they are, being bullied can bring this up and have their concerns taken seriously and that anyone who witnesses this behaviour feels able to report it so that it can be stopped.
3. To make it clear to the whole community of pupils, staff and parents that bullying, abuse and discrimination is unacceptable at the School and that any instance of it will be treated as a serious disciplinary matter, investigated and dealt with appropriately, in line with our existing procedures.
4. To fulfil the School’s obligations under The Education (Independent School Standards) Regulations (2014) and to have regard for the:
 - DfE Guidance ‘[Preventing and Tackling Bullying – Advice for Head Teachers, Staff and Governing Bodies](#)’ (2017)

- The Children and Families Act (2014)
- The Equality Act (2010)

Terms of Reference

Bullying

While bullying can take many forms, bullying behaviour is **unkind, deliberate** and usually **persistent** behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can also include behaviours that are not always intentional on the part of the instigator but are experienced as bullying and might reasonably be perceived as such by others.

Bullying can take many forms (for instance, “slurs” and epithets; cyber-bullying via text messages, social media or gaming [which can include the use of images and video], gossip, undermining behaviours and social exclusion) and is sometimes motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between individuals, or even just perceived differences, as referenced for example, in KCSiE 2025.

The definition of bullying frequently involves an imbalance of power between the instigator and the victim. This could involve instigators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, for example it may be a physical difference between pupils, psychological (including knowing what upsets someone), it might derive from an actual or perceived intellectual imbalance, or by having access to the support of a group, or the capacity to isolate someone socially. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Bullying may not always be obvious and is often subtle with smaller repetitive comments or actions, often taking place away from where adults are usually present.

Everyone connected to the School should be clear that bullying is serious – it makes the lives of its victims a misery, it undermines their confidence and self-esteem, destroys their sense of security and can cause psychological damage. Once a victim is sensitised, even actions such as a threatening look or an innocuous comment alone may be enough to reinforce the sense of fear, intimidation or to ‘trigger’ another negative response or feeling. If left unchallenged or dismissed as ‘banter’ or ‘horseplay’ bullying can be normalized and therefore can lead to a reluctance to report this or other behaviour by the victim themselves or by witnesses. Proactive messaging to pupils and early intervention can help to set clear expectations of the behaviour that is and is not acceptable and thereby help stop negative behaviours escalating.

Bullies often do not look or act in an intimidating way when they do not need to and they may

not obviously be perceived as bullies – in fact, often the majority of people will not think of the perpetrator(s) as a bully.

Where bullying takes place outside the school, the School will investigate and act according to this policy in conjunction with the Policy on Behaviour, Rewards and Sanctions to such an extent as is reasonable. This policy is clear in that actions that involve pupils of the School but which takes place off the premises, will be treated as if it has happened in School, where cooperation from parents exists to be able to reasonably investigate such behaviours.

Abuse

Abuse is behaviour by an individual or group, either repeated over time or as a single significant incident, that intentionally hurts another individual or group either physically or emotionally. This can include sexual violence or harassment and may also be a form of serious and sustained bullying. As a result of this, harm is caused which manifests as physical injury or the victim's development is permanently affected.

Assault refers to actual physical violence or the threat of such.

Harassment is the unwanted conduct related to a relevant protected characteristic (as defined in the Equality Act 2010) that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for someone. Specifically, sexual harassment can include many things, such as verbal comments, sexist name calling online, comments and the sharing of sexual images without consent.

Discrimination

Discrimination is behaviour by an individual or group that insults people, distresses them, or treats them in an unjustified or prejudiced way based on one or more of the protected characteristics as defined in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).

In practical terms in the context of a school, discrimination can also occur as a result of things like an individual's cultural background, linguistic background, any actual or perceived special educational needs, or academic or sporting ability. Clearly this list is non-exhaustive.

Such behaviour can be direct, such as where someone is treated less favourably because of one or more characteristics or it can be indirect, such as where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same characteristic at a particular disadvantage.

Victimisation

Victimisation is retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment.

Reasons for Bullying, Abuse or Discrimination

A victim may be targeted because of their:

- Gender;
- Race;
- Religion or belief, or non-religious belief or worldview;
- Culture or perceived differences in culture;
- Physical appearance;
- Special Educational Needs and/or Disability (SEND);
- Sexual orientation;
- Transgender status;
- Accent or having English as an Additional Language (EAL);
- Difference, or perceived difference in personality;
- Actual or perceived sporting or academic prowess (or similar);
- Not 'going along with' a group's expectations;
- No obvious reason at all.

Examples of Bullying, Abuse or Discrimination

Clearly any list is not exhaustive and other actions (or inactions) can be considered to have a bullying intent. Depending upon the circumstances, any of these actions, which occur on more than one occasion, and therefore persistently, could constitute bullying (and may even amount to a criminal offence).

Importantly, single incidences of these actions are equally unacceptable and will be dealt with in line with the School's Policy on Behaviour, Rewards and Sanctions. Incidences of unkind or unpleasant behaviour where one particular pupil is repeatedly targeted, but by different individuals or groups will also be considered bullying.

- Punching, hitting, pushing, pulling hair, spitting at, or throwing things at another person;
- Damaging or throwing property around, deliberately invading personal space, damaging belongings such as bags, rucksacks or belongings inside lockers. Deliberately hiding or moving belongings;
- Whispering, name-calling, teasing, writing unkind, obscene or suggestive letters, emails or texts, making anonymous calls, spreading malicious rumours, writing offensive graffiti or using social media inappropriately;
- Making inappropriate sexual advances, sexual harassment;
- Body shaming;
- Isolating someone, intimidating someone, using threatening language or gestures;
- Making racist, sexist/sexual or homophobic comments to other pupils. These could be accompanied by the fact that this language is 'a joke' or as 'banter';
- Using a mobile phone, smart phone, email, specific apps or the Internet in general to cause distress/insult to another person, whether on personal, racial, religious, cultural, sexual/sexist or other grounds;

- Publishing media, e.g., photos without someone's permission and posted to elicit a negative response.

Any of the above may be done in front of others, making them witnesses or 'enablers', which is considered to be an aggravating factor in any case of bullying.

Additionally, with pupils in the School from Reception and from the ages of 7 to 13, bullying in different year groups can take different forms and have different effects. Younger pupils, for example, may not understand when an action is or is not bullying. Therefore, any follow-ups or actions are clearly contextual to the pupils involved and the age and/or year group of these pupils, including any age difference.

Cyberbullying

The rapid development of, and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside the School. Cyberbullying is a different and potentially more insidious form of bullying because:

- It can happen out of School at all times of day, including during the holidays. For the victim there may be no escape.
- Bullying behaviour can be seen by a much wider group of people, from different year groups and by pupils in and out of the School, raising the visibility and therefore the possible humiliation that a victim may feel.
- Unkind messages or media can be forwarded quickly to a wide group of people at the click of a button.

The School has a comprehensive e-Safety policy which is renewed annually and aims to consider new trends and any additional problems with technology in what is often a rapidly-evolving area.

Importantly, where technology is suspected to be involved with any bullying, the device will be confiscated where possible, if it is used in School. This will be passed to the Assistant Master, Pastoral to make a decision about what happens to the items, and all decisions will be carried out under the principles set out in the Government guidance on Searching, Screening and Confiscation (July 2022). If there is evidence that a crime has been committed, this technology may need to be passed to the police for them to investigate.

More information and advice on how to respond to cyber-bullying and how pupils can keep themselves safe, can be found on the Childnet International (www.childnet.com).

Impact of Bullying

Bullying severely impacts a victim, especially when it takes place over a longer period. The effects it can have vary, but some of these may include:

- Falling attendance, lateness or school avoidance;

- Trying to avoid certain parts of School, routes home, etc.;
- Falling attainment;
- Questioning of self-worth;
- Confusion of why the victim is being targeted;
- Lack of trust;
- Change in mood and personality, e.g., becoming withdrawn;
- Psychological damage (which at its worst has been a factor in pupil suicide).

In light of this, although bullying is not a specific criminal offence, there are criminal laws that apply to assault, harassment and threatening behaviour – including over the Internet, through specific Apps or webpages or by SMS, WhatsApp, or similar.

Bullying, Abuse and Discrimination as a Safeguarding Matter

A bullying incident by one pupil on another pupil should be treated as a Safeguarding concern when there is ‘reasonable’ cause to suspect that a child is suffering, or likely to suffer, significant harm and therefore could be classed as child-on-child abuse. Examples of this include physical assaults and initiation rituals and/or violence from pupils to other pupils.

In this case the Designating Safeguarding Lead (or in their absence, the Deputy Designating Safeguarding Leads) should be involved at the earliest opportunity. Further information can be found in the School’s Safeguarding Policy.

Roles and Responsibilities

Each member of the School community has a specific role to play in ensuring that bullying is seen by everyone as unacceptable and does not have any chance to thrive.

Members of the Senior Management Team, including the Master, Deputy Master and the Assistant Master, Pastoral

- Set the overall tone of the School, i.e., that bullying, abuse and discrimination is not, in any shape or form, acceptable at Westminster Under School, will not be tolerated and will lead to severe consequences.
- Write policies in line with the Independent School’s Inspectorate (ISI) guidelines outlining the School’s policies and procedures with regard to anti-bullying, -abuse and -discrimination.
- Disseminate information related the School’s Anti-BAD Policy and ethos, including the unacceptable nature of bullying, to staff, pupils and parents (see Whole School Awareness of Bullying and Anti-BAD, below).
- The Assistant Master, Pastoral will always be involved in any incidents that are classed as, or could be considered, bullying.
- The Deputy Master as DSL will always be involved in any incidents that are classed as, or could be classed as, child-on-child abuse.

Form Tutors, Form Supports, Heads of Year and other Pastoral staff

- Investigate and follow-up on any incidences of poor or unkind behaviour towards any other pupils: either behaviour which appears to be a one-off or any that appears to be sustained, repeated or part of a pattern and which therefore could be considered bullying.
- Record the results of any investigations and/or follow-up actions on the School's Management Information System (WUSMIS).
- Inform relevant other members of staff, which may be the entire staff body where appropriate, e.g., at a twice-weekly staff briefing, of incidences of bullying or suspected bullying, with the expectation that all members of staff monitor interactions between different pupils, either within the classroom or elsewhere within School, such as locker areas, or outside, such as in Vincent Square.
- Where bullying is found to be taking place or is suspected to be taking place, liaise with the Assistant Master, Pastoral as soon as possible, but certainly within twenty-four hours.

All members of Staff

All staff are encouraged not to have a high threshold for unpleasant or unkind behaviour.

Staff should not accept small incidences of unpleasant behaviour or behaviour passed off as 'banter' a 'joke' or a 'burn' or as a natural part of growing up. Staff are reminded to remain vigilant inside and outside the classroom, taking positive action to reduce the opportunity for bullying.

All staff therefore should:

- Intervene immediately in any unkind or unpleasant behaviour, either witnessed or reported. Ensure the behaviour has stopped and, in the case of lower-level behaviour, let the perpetrator know of the unacceptability of the behaviour. Ensure the behaviour is addressed in line with the School's Policy on Behaviour, Rewards and Sanctions.
- Ensure the victim is removed from the situation and has support. Depending on the level of any unkind behaviour, this may range from having the support of friends and continuing to go about their usual business, to support from key members of staff, such as the Form Tutor.
- Notify Form Tutors and Heads of Year of any unpleasant behaviour, normally through WUSMIS. Follow-up conversations within School may need to take place to provide greater insight into what has happened.
- If bullying is suspected then the Assistant Master, Pastoral will also be notified (by selecting the 'bullying' drop-down in the 'Log New Information' section of WUSMIS.)
- If bullying is of a level that could constitute a Safeguarding issue because there is reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm, then the Deputy Master, as the Designated Safeguarding Lead, should be informed without delay. Further information can be found in the Child-on-Child Abuse section of the School's Safeguarding Policy.

Pupils

If pupils are being bullied themselves, or suspect someone else is being bullied, they should confide in a person with whom they feel most comfortable as soon as possible. This could be:

- a friend
- their parents
- their Form Tutor
- any other teacher or adult in School
- the School Counsellor, using a drop-in session
- the Assistant Master, Pastoral, the Deputy Master or the Master

Critically, pupils should never be comfortable witnessing unkind or unpleasant behaviour, no matter how small, and not act on it. Pupils should not be comfortable being bystanders or, worse, enablers. Pupils witnessing unacceptable behaviour should feel able to bring it to the attention of any member of staff. The School recognises that reporting this can be difficult; how to report such behaviour is therefore brought up as part of the whole-school awareness of bullying. How to report unkind or bullying behaviour, including being an upstander and not a bystander, is reinforced to pupils regularly and is detailed below.

Parents

If a disclosure of bullying is made to parents, or they suspect someone at School is being bullied, they should bring this up with their child's Form Tutor at the earliest opportunity, who will report the matter as soon as possible in line with the procedures explained above. Parents are not advised to wait to see if it stops, to see if it resolves itself or just to 'put up with it'.

Whole-School Awareness of Anti-Bullying, -Abuse and -Discrimination

The School fosters good behaviour, respect and care and makes clear its zero-tolerance approach to bullying in several ways:

To staff

At appropriate points in the School year, reinforcement of our policies, procedures and expectations takes place:

- At INSET sessions at the start of a new academic year or a new term.
- Each term, Safeguarding updates take place which may include a focus on, for example, child-on-child abuse.
- When policies are updated staff will be informed, either at INSET sessions or other staff meetings, such as whole-school staff meetings, weekly briefings or pastoral meetings chaired by the Assistant Master, Pastoral, or the relevant Head of Year. Minor changes will be most likely be communicated in the Daily Bulletin, sent to all staff.
- New members of staff are expected to read and understand the School's most important policies, including the Policy of Behaviour, Rewards and Sanctions and the Anti-BAD Policy. Examples of what may constitute bullying, and what to do, are dealt with in induction sessions.

Pupils

- Examples of positive and negative behaviours are embedded in the School Rules and the School Values. These are discussed at the beginning of every academic year in assemblies and form time, and throughout the year as part of:
 - a. form time
 - b. segments in assemblies (led either by adults or pupils, e.g., the School Prefects)
 - c. church addresses
 - d. special events, e.g., Anti-Bullying Week
 - e. the PSHE/PSED (personal, social, emotional development) curriculum
 - f. In a cross-curricular way, e.g., in Drama and Computing lessons, stories and discussion of current affairs, etc.
 - g. On an as-needed basis where there may have been incidences of unpleasant behaviour or bullying as part of a class or year group.
- At appropriate intervals, normally involving the School's Prefects, pupils are shown pupil-devised role plays about where legitimate comments or observations cross the line to being unkind, or worse. Similarly, Prefects devise role plays about how not to be a bystander and instead how to be an effect upstander.
- All classrooms display the School's Anti-BAD poster, as well as the leaflet entitled Advice to Stay Safe which is based on the Safeguarding Policy. Both these leaflets are displayed in form rooms. The Anti-BAD poster is shown in Appendix 1.
- The School Counsellor is introduced to new pupils in Years 3 and 4 in small groups and to the new pupils in Year 7, by class, in their first few weeks to offer support to those who might feel unhappy or in distress. The School Counsellor is available on an informal, drop-in basis for any pupil to visit as well as more regular, scheduled sessions,
- There is a worriedatwus@westminster.org.uk email address which automatically forwards any messages received to the DSL and the DDSLs.

Parents

- Expectations of behaviour, including what constitutes bullying, abuse and discrimination are provided with information before any pupil joins the School, e.g., in the Parent Handbook, and also when they first join the School, e.g., during Parent Welcome Evenings.
- The School provides regular seminars and talks for parents, which include the subject of bullying and cyber-bullying.
- Members of the Senior Management Team and Heads of Years are visible outside School each morning and evening if parents wish to communicate any concerns.
- Parents are provided with resources, podcasts, webinars available via the school's membership to Tooled Up Education, documented most weeks in the School's newsletter, Acta Adriana.

Dealing with bullying

The School makes it clear to pupils who bully what consequences will follow to demonstrate

clearly that their behaviour is wrong and will not be tolerated. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any Special Educational Need and/or Disabilities (SEND) or English as an Additional Language (EAL) needs. All members of staff should follow the processes laid out in both this and the Policy of Behaviour, Rewards and Sanctions.

It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the children engaging in bullying may need support themselves.

There is no fixed or absolute course of action for bullying; it will depend on the circumstances, including any aggravating or mitigating factors, but will always be fair, proportionate and in line with existing procedures as stated in the Policy on Behaviour, Rewards and Sanctions. Parents of both the victim and bully will always be informed and involved.

It might, for example, be appropriate:

- a) For the Form Tutor to monitor the situation closely, in consultation with all other relevant teachers, to see if anything further occurs. This response is usually only appropriate if a relatively minor incident appears to be a 'one-off'.
- b) To record the incident on WUSMIS, marking the incident as bullying (or possible bullying).
- c) To arrange for the victim and the bully to talk, with an appropriate member of staff present, following the restorative process in the Policy on Behaviour, Rewards and Sanctions. The bully may be totally unaware that they are bullying. The situation will then be closely monitored and members of staff informed to monitor the situation carefully across the School grounds, reporting any further concerns and to encourage them not to have a high threshold of reporting.
- d) To sanction the bully, making it clear that this must never happen again and encouraging the bully to see the victim's point of view. In cases of group bullying, the Form Tutor, Head of Year or a senior member of staff may need to talk to the form or group. Those mainly responsible need to be addressed individually to make them understand their responsibility in the affair. Sanctions will be judged on a case-by-case basis in line with the School's Policy on Behaviour, Rewards and Sanctions and in consultation with all parties concerned. It may range from a warning or detention to a fixed-term or permanent exclusion, depending on the specific circumstances.


Bullying (or potential bullying) by/of a member of staff, or by/of a parent, will be regarded as a very serious matter and dealt with by the Master. This may constitute a Safeguarding matter and, in the case of a member of staff bullying or potentially bullying a pupil, would be dealt with by the Master, who will liaise with the Local Authority Designated Officer (LADO) where appropriate.

Record-keeping and reporting


Heads of Year (HoYs) are initially responsible for tracking all actions in cases of behaviour and bullying, and for keeping a written record of each incident and how it is resolved; this record will be used to monitor the situation and any possible patterns. The Assistant Master, Pastoral will manage the School's response in cases of any bullying or suspected bullying. Any records will be kept on the pupil's school record on the School's Management Information System (WUSMIS).

All incidents where bullying is confirmed are reported to the Master by the Assistant Master, Pastoral.

Appendix 1 – Anti-Bullying Guidance for Pupils



ANTI-BULLYING, ABUSE AND DISCRIMINATION GUIDANCE FOR PUPILS



Bullying is unkind and repeated behaviour that is designed to hurt someone either emotionally or physically. It can happen to anyone, and it can happen anywhere – at school, at home or online.

WHAT ARE THE TYPES OF BULLYING?

Bullying, abuse and discrimination can take different forms. It could include:

- **Physical bullying:** hitting, slapping, kicking, punching, pinching, pushing or any other physical action that is intended to hurt someone.
- **Verbal bullying:** name calling, gossiping, using words to tease someone or threatening someone.
- **Non-verbal bullying:** hand signs or text messages
- **Emotional bullying:** threatening, intimidating or humiliating someone
- **Exclusion:** ignoring or isolating someone
- **Undermining:** constant criticism or spreading rumours
- **Controlling or manipulating** someone
- Making silent, hoax or abusive calls
- Particularly serious bullying can be classed as **abuse** and is likely to be illegal.
- **Discrimination** is behaviour which treats someone in an unjustified or prejudiced way, normally designed to cause hurt, and often against the Protected Characteristics.

The following types of bullying are also hate crime:

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

WHAT IS CYBERBULLYING?

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can sometimes be worse because the victim cannot easily get away from it.

Cyberbullying can happen via emails, social networks, gaming, mobile phones, apps and websites.

Cyberbullying can include:


- 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 groups about a particular child
- Creating fake accounts, hijacking or stealing online identities to embarrass someone or cause trouble using their name

HOW ARE BULLIES CLEVER?

Bullies can use other people to relay messages and to say things for them. They might even encourage other people to copy their mean behaviour or do horrible things to someone, like leaving them out of a game. The people who help and encourage a bully are called **enablers**.


Bullies can also encourage people to watch them do or say something horrible. These people are present for the bullying, but don't take part in it, and they are called **bystanders**.

WHAT CAN I DO IF I SEE SOMEONE BEING BULLIED, ABUSED OR DISCRIMINATED AGAINST?




DON'T be an enabler.

Don't work with the bully – don't encourage them by laughing at what they do, or pass on messages for them.




DO be an **active** and **safe** bystander.


This means being aware of when someone's behaviour is inappropriate or threatening and choosing to challenge it. Before stepping in to help, try the **ACB** approach:



Assess the situation for safety; if you see someone in trouble, ask yourself if you can help safely in any way. Remember, your personal safety is a priority – never put yourself at risk.



Be in a group; it's safer to call out bullying behaviour or intervene when you are part of a group. If this is not an option, report the behaviour to others who can act (teachers, parents, Prefects). Don't be afraid that this could look like 'snitching' or 'dabbing' someone in – instead, you are looking out for someone. **The kindest thing you can do is to help.**



Care for the victim; talk to the person who you think may need help. Ask them if they are OK.

You can also email worriedatwus@westminster.org.uk to explain your concerns.

Reverend Graham Buckle, the vicar we see at church on Thursdays, can also act as an independent person for you to talk to and discuss your worries with. He is slightly removed from School.

WHO IS AT RISK OF BULLYING?

Any child can be bullied for any reason. If a child is seen as different in some way, or seen as an easy target they can be more at risk. This might be because of their:

- Race or ethnic background
- Gender
- Sexual orientation
- Disability

Or it could be because they:

- Appear anxious or have low self-esteem
- Are shy or introverted

Popular or successful children are also bullied, sometimes because others are jealous of them. Sometimes a child's family circumstance or home life can be a reason for someone bullying them. People can also be bullied for no obvious reason at all.

WHAT ARE THE SIGNS OF BULLYING, ABUSE AND DISCRIMINATION?

There isn't always a single sign that shows someone is being bullied, but you can watch out for the following behaviours – you might notice these behaviours in your friend, or yourself:

- Belongings getting 'lost' or damaged
- Physical injuries
- Being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- Not doing as well at school
- Being nervous, losing confidence, or becoming distressed and withdrawn
- Problems with eating or sleeping
- Bullying others

WHAT DO BULLIES LOOK LIKE?

Unfortunately, there isn't a defining feature of a bully – they don't wear T-shirts with a big 'B' on them, or walk around declaring themselves a bully. They can also be good at lots of things and can still be very popular.

WHAT CAN I DO IF I AM BEING BULLIED ABUSED OR DISCRIMINATED AGAINST?

Don't wait for something bigger to happen or assume it is your fault. Neither of these things is correct.

Start by telling someone you trust. It could be:

- A friend
- An older pupil, someone in your House or a Prefect
- Your Form Tutor or Form Support
- Your Head of Year
- Any other member of staff
- Tess, the School Counsellor
- Your parents

Any member of staff will listen to you at any point and will take your concerns seriously.

If you are unsure if you are being bullied, speak to someone you trust and share your concerns.

You can also email worriedatwus@westminster.org.uk.


WHAT WILL THE SCHOOL DO IF I AM BEING BULLIED, ABUSED OR DISCRIMINATED AGAINST?

The School will listen to everything you say and will support you.


It will stop the bullying by speaking to you and by talking to the bully or bullies. We might speak to some other pupils who have witnessed any unpleasant incidents. We might speak to your parents or the bully's parents. You have nothing to worry about.


We will ask teachers to keep a close eye on you in lessons and between lessons, in places like Vincent Square, the Dining Room and other communal spaces.


The bully will also be dealt with in line with our policies. Everyone deserves a second chance but if things continue, then the bully can expect to receive a severe punishment.





HA HA!























You're a bully. You heard us? What do you mean?

ERK, updated September 2025
Drawings by Michael McNaney. BS, 2020-21

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