ANTI-BULLYING POLICY

2025 – 2026
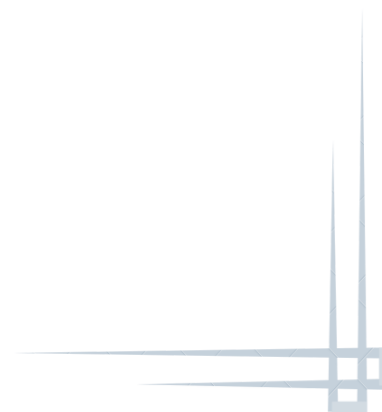
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WEMBLEY HIGH TECHNOLOGY COLLEGE MISSION STATEMENT

Our mission is to deliver 'Achievement for All', one child at a time. We do this by creating a dynamic and inclusive learning environment where every student is empowered to achieve the grades that unlock the doors of opportunity. Driven by our core values of hard work, ambition, resilience, empowerment, diversity, and helping others, we believe that academic excellence is the golden ticket to success. We are committed to equipping our students with the skills, knowledge, and love of learning that they need to excel, ensuring they have the confidence and capability to shape a better world. Through perseverance and collaboration, our students will not only achieve their personal goals but also become compassionate leaders who inspire positive change.

Aims

This Anti-Bullying Policy aims to:
- **Ensure a safe and inclusive environment** in which all students and staff feel protected, valued, and respected.
- **Foster a culture of respect** and mutual support across the school community.
- **Promote awareness of bullying behaviors** and equip students with the skills and confidence to report and deal with incidents of bullying.
- **Engage all stakeholders** to create a school environment where bullying is not tolerated.
- **Regularly review practices** to ensure the effectiveness of the policy, inform parents and carers of any updates, and provide access to relevant resources.

Defining Bullying

Bullying is defined by the Department for Education (DfE) as:
"**Behaviour by an individual or group, persistent, deliberate, and repeated over time, which intentionally hurts another individual or group either physically or emotionally.**"

Bullying typically demonstrates the following characteristics:

- **Repetition**: Occurs frequently over a prolonged period.
- **Intent**: The behaviour is purposeful and not accidental.
- **Clear victim**: Targeted at specific individuals or groups.
- **Power Imbalance**: A clear disparity in power or control, leading to stress for the victim.

The key types of bullying are:

- **Psychological**: Includes exclusion, gossip, and manipulation.
- **Cyberbullying**: Involves abusive messages or posts via digital platforms.
- **Verbal**: Name-calling, threats, and derogatory language, including racist, homophobic, and sexist remarks.
- **Physical**: Hitting, kicking, pushing, or damaging property.

Bullying may include, but is not limited to:
- Name-calling
- Racist language
- Sexist language
- Homophobic language – particularly the use of the word 'gay' as an insult
- Exerting peer pressure to unduly influence another student
- Excluding or abusing someone because of their race, sex or gender, sexual orientation or gender identity, religion, ability, disability, or appearance
- Inappropriate or unwanted physical or sexual contact
- Making threats and / or demanding money or possessions, including phones
- Hurtful remarks about someone's appearance
- Generating and passing on rumours about others
- Laughing at someone who is hurt or upset

- Threatening or actually physically assaulting another person
- Mocking someone's differences, including accents
- Making a joke at someone's expense and taking it too far so that it becomes hurtful
- Damaging or hiding someone's work or belongings
- Pressurising someone to join in inappropriate behaviour
- Cyberbullying via email, social networks, and mobile phones

Some forms of bullying may break the law and may be reported to the police by the school:
- Violence or assault.
- Theft or property damage.
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages, sexual harassment and peer on peer abuse;
- Hate crimes – any incident which the victim, or anyone else, thinks is based on someone's
- prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

Procedures for Reporting Bullying Incidents

Students can report bullying incidents in the following ways:
- Speaking to a **Teacher**, **Year Leader**, **Head of Year**, **Deputy Designated Safeguarding Lead** or the **Designated Safeguarding Lead (DSL)**.
- Discussing concerns with a staff member they trust.
- Asking a **parent/carer** to report the incident on their behalf.
- Using the 'Reporting concerns' function on the school website.
- Using worry boxes in the LRCs to submit a concern.

Parents/Carers can report bullying by:
- Contacting the **Year Leader** or **Head of Year** via telephone or email at reception@whtc.co.uk
- Reporting incidents to any staff member, who will escalate to the appropriate pastoral team.
- Parents can also use the 'Reporting concerns' function on the school website.
- **Contact the Safeguarding Team:**
  - Mr Kenny (DSL): 07943 077 246
  - Ms Brooker (DDSL): 07943 076 935

Once reported, incidents will be logged on **CPOMS** and investigated by the appropriate staff members (e.g., Year Leader, Head of Year, or DSL).

Investigation Stages:
1. **Stage 1**: Initial intervention, verbal warning, and sanctions for the aggressor.
2. **Stage 2**: Persistent bullying after Stage 1. Further intervention, meetings with parents, and additional support measures.
3. **Stage 3**: Serious or repeated bullying. Involvement of the DSL and Leadership Group. Possible internal exclusion or suspension.
4. **Stage 4**: Severe or persistent bullying after Stage 3. Formal plans, including a **Pastoral Support Plan (PSP)** and regular mentoring. A permanent exclusion may be considered.

Year Leader /LG Interventions		
Stage 1	Bullying behaviour that does not stop after initial verbal warning from class teacher	Year Leader will: • Take statements. • Give the victim a book to record incidents (if appropriate). • Set up meeting between aggressor and victim (if appropriate). • Sanction the aggressor. • Aggressor to sign behaviour contract 1. • YL will add a Stage 1 bullying log on CPOMS including information about the victim and perpetrator. • Parents of aggressor and victim informed
Stage 2	Bullying that is persistent, and continues after initial intervention by Year Leader	Year Leader will: • Take statements. • Sanction the aggressor. • Meet with the victim, offer support and contact the parent. • Contact parents of the aggressor (and, where appropriate, the victim). • Parents to witness aggressor signing behaviour contract 2. • YL will add a Stage 2 bullying log on CPOMS including information about the victim and perpetrator.

Stage 3	Bullying that is very serious, or that continues after Stage 2 interventions.	Year Leader with the LG Line Manager will: • Refer to DSLs, who will work with the student. • Set up meetings in school with parents of the aggressor (and, where appropriate, the victim). • Sanction the aggressor. This may include a period of internal exclusion or suspension. • Meet with the victim, offer support and update the parent/carer. • LG member will add a Stage 3 bullying log on CPOMS including information about the victim and perpetrator.
Stage 4	Bullying which occurs after the Stage 3 intervention	Member of the LG will: • Meet with the victim, offer support and update the parent/carer. • Sanction the aggressor. This may include a period of internal exclusion or suspension • Arrange a Formal-PSP set up meeting with the Assistant / Deputy Headteacher and Brent Inclusion Officer. • 16-week Pastoral Support Plan put in place for the aggressor. • Fortnightly mentoring sessions put in place for the aggressor. • Risk of permanent exclusion warning to the student. • LG member will add a Stage 4 bullying log on CPOMS including information about the victim and perpetrator.

Should an agreement not be reached between the parties involved, the matter may be referred to the complaints procedure, as detailed on the school website.

Roles and Responsibilities

Effectively tackling bullying requires a whole-school approach in which all staff, students, parents/carers, and external partners understand their role in creating a culture of respect, safety, and accountability. Each stakeholder has a responsibility to challenge and respond to all forms of bullying and to foster an inclusive, supportive school environment.

Staff Responsibilities

All staff have a statutory duty to safeguard students and must take all allegations or suspicions of bullying seriously. The guiding principles for staff are:

Listen. Believe. Act. Record.

Staff responsibilities include:
- **Creating a safe and respectful environment** where bullying is less likely to occur through the consistent modelling of respectful behaviour.
- **Identifying signs of bullying**, such as changes in behaviour, reluctance to attend school, anxiety, academic decline, or withdrawal.
- **Intervening appropriately** when bullying is observed or reported — this includes both in-class behaviour and unstructured times (e.g., break times, corridors, online platforms).
- **Reporting all suspected or confirmed incidents** of bullying using the school's safeguarding system (CPOMS) to ensure concerns are appropriately escalated and tracked.
- **Challenging inappropriate language or behaviour**, including casual use of discriminatory terms or jokes that may marginalise individuals or groups.
- **Supporting students' social and emotional wellbeing**, working with the pastoral and safeguarding teams to provide ongoing support to both victims and perpetrators.

All staff receive annual training in safeguarding and behaviour management, which includes specific guidance on recognising, preventing, and responding to bullying. Additional training is provided throughout the year to address emerging trends (e.g. online bullying, peer-on-peer abuse, discriminatory bullying). Key messages, training scenarios and professional development are delivered by the DSL in staff briefing and the weekly bulletin.

Year Leaders / Heads of Year

Pastoral leaders play a critical role in leading investigations and implementing interventions. Their responsibilities include:

- **Coordinating investigations** into reported bullying incidents, gathering statements from students and staff, and reviewing relevant evidence (e.g., CCTV, messages).
- **Ensuring both victim and perpetrator are heard**, and that interventions are appropriate, proportionate, and timely.
- **Liaising with parents/carers** to ensure transparency, secure their support, and maintain clear communication throughout.
- **Implementing structured behaviour interventions**, including behaviour contracts, restorative work, mentoring, or referral to external services.
- **Referring complex or persistent cases** to the Leadership Group and safeguarding teams for escalated action, including suspension or external agency involvement.

Leadership Group (LG)

LG are responsible for ensuring that the school culture, systems, and staff body support an anti-bullying ethos. They:

- **Monitor bullying data** to identify patterns, repeat offenders, or systemic issues.
- **Oversee the escalation of serious incidents**, including persistent bullying or those involving safeguarding, discrimination, or criminal behaviour.
- **Lead formal sanctions** (e.g., internal exclusion, suspension) and support the development of **Pastoral Support Plans (PSPs)** for students at risk of exclusion.
- **Ensure that victims receive appropriate aftercare**, including wellbeing checks, counselling referrals, academic support, or peer mentoring.
- **Engage external agencies** such as the Brent Inclusion Team, the police, CAMHS, or Local Authority Early Help when required.

Designated Safeguarding Leads (DSLs)

DSLs (and deputies) are responsible for ensuring that all bullying incidents are considered within the context of safeguarding. They:

- **Risk assess each case**, identifying where a bullying incident may also constitute a safeguarding concern (e.g., peer-on-peer abuse, sexual harassment, hate-based bullying).
- **Make referrals to children's social care or other agencies** where the threshold for external intervention is met.
- **Liaise with external partners**, including police or youth services, where bullying may meet the threshold for criminal behaviour or community-based risk.
- **Ensure follow-up support** for vulnerable students or those repeatedly targeted.
- **Support training** across the school and promote student voice and inclusion in anti-bullying work.

Governors

Governors play a strategic role in ensuring that the school's approach to bullying is robust, effective, and consistent with statutory requirements. The governing body will:

- **Monitor the effectiveness of the Anti-Bullying Policy** and ensure it is reviewed in each Local Advisory Board or in response to emerging issues.
- **Receive anonymised reports** from the Headteacher on the number, nature, and outcomes of bullying incidents each term at each stage.
- **Ensure safeguarding practices** are upheld and challenge the Leadership Group on any patterns or gaps in provision.

Students

Students are expected to:
- **Treat others with respect and kindness**, and understand that all forms of bullying are unacceptable.
- **Report bullying concerns**, whether they are the victim or a bystander, using the appropriate channels (e.g., staff, reporting concerns form, parents).
- **Support peers who may be experiencing bullying**, and challenge discriminatory or harmful behaviour when it is safe to do so.
- **Engage with the school's anti-bullying work**, including participation in assemblies, Personal Development lessons, student councils, or peer support initiatives.

Parents and Carers

Parents and carers are essential partners in identifying and addressing bullying. They are expected to:
- **Raise concerns promptly and constructively** with school staff if they suspect their child is being bullied or is engaging in bullying.
- **Support the school's policies** and work collaboratively with staff to resolve concerns.
- **Reinforce positive behaviour and respectful relationships** at home.

Promoting the Anti-Bullying Policy, Culture, and Ethos

To sustain and promote a positive, anti-bullying culture, Wembley High Technology College:
- **Delivers training** for staff to enhance understanding and effective implementation of the anti-bullying policy.
- Integrates anti-bullying themes into the **Personal Development** curriculum and **Tutor Time sessions**, encouraging students to understand the impact of bullying.
- Utilizes **assemblies** and **Tutor Time** as a platform for open discussion and awareness-raising.
- Encourages **peer support** and **student leadership roles** to actively engage the student body in anti-bullying initiatives.
- Celebrates Anti-bullying Week and Odd Socks Day to raise awareness of bullying.
- Holds additional drop down days on important themes such as Anti-Discrimination, Online Safety (Breck Foundation) and peer on peer abuse.
- Elects Student Leadership positions such as the Equality, Diversity and Inclusion Ambassadors from the Sixth Form to lead anti-bullying projects.
- Holds an annual Cultural Dress day to celebrate differences, giving everyone the chance to present to their peers about their cultural heritage.
- Holds weekly peer mentoring sessions run by trained Sixth Form students who support younger students with any issues they may have.