HULME GRAMMAR SCHOOL
ANTI-BULLYING STRATEGY
This strategy applies from EYFS through to year 13

Scope:
This strategy applies to all pupils and staff at Hulme, irrespective of their age and whether or not a pupil is in the care of the school when and if bullying behaviour occurs. It should be read alongside the School's strategy on Behaviour and Discipline, the School Rules, as well as relevant staff policies: staff code of conduct, dignity at work and grievance.

Strategy aims: Through the operation of this strategy we aim:

- To ensure that the School's measures designed to prevent bullying have regard to DfE guidance *Preventing and Tackling Bullying – advice for headteachers, staff and governors (July 2017) as updated. Preventing and tackling bullying - GOV.UK* and Keeping Children Safe in Education 2026
- To maintain a positive, supportive and caring culture among all pupils and staff throughout the School
- Bullying is unacceptable and will not be tolerated. It is essential that pupils and their parents can be confident that bullying will be dealt with seriously, promptly and effectively. The School also recognises that it must take note of bullying perpetrated outside school which spills over into the school. The school will do what is reasonably practicable to eliminate such bullying.
- In accordance with the School Standards and Framework Act 1998 School Standards and Framework Act 1998 - Legislation.gov.uk and with regard to the Department for Education's non-statutory guidance Preventing and Tackling Bullying (July 2017) Preventing bullying - GOV.UK the School has drawn up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils in all areas of the school.
- To deter bullying behaviour, detect it when it occurs and deal with it by intervention, counselling and where necessary disciplinary sanctions. If necessary, this could result in suspension or permanent exclusion of those found guilty of bullying others.
- To eliminate unlawful discrimination, harassment, victimisation and prejudice.
- To advance equality of opportunity to all.

This policy is available to parents of pupils and prospective pupils via the school website. It is also available to all staff via the staff portal and is part of the induction for recently appointed staff.

What is bullying?

- The Department for *Education's non-statutory guidance Preventing and Tackling Bullying (July 2017)* defines bullying as follows: It is behaviour that is repeated over time by an individual or a group that intentionally hurts another pupil or group physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of gender or gender identity, race, religion, culture, lifestyle, homophobia, biphobia, transphobia, special educational needs and disability, or because a child is adopted, is in care or is a carer. Bullying can take many forms and may occur directly or through cyber – technology (websites, social media, mobile phones, text messages, gaming, photographs and email) Bullying might be motivated by actual differences between children, or perceived differences. The school accepts this definition.
- The perpetrators of bullying are not only pupils from the immediate or older peer groupings, but could also include younger pupils or members of staff.

The School recognises that some forms of bullying is a form of child-on-child abuse and as such, where appropriate, it will be dealt with as a safeguarding issue. Further details on the School's approach to child-on-child abuse can be found in the Safeguarding Policy.

Child-on-child Abuse
Child-on-child abuse is a form of harmful behaviour inflicted on children by other children and occurs when children are singled out for ridicule and abuse by other children. These acts of bullying and abuse are designed to induce a sense of powerlessness, helplessness and humiliation in victims.

Examples of child-on-child abuse include, but are not limited to:

- violence and other forms of physical abuse;
- misogyny, sexist language, and gender-based stereotyping which act as early escalators to Harmful Sexual Behaviour (HSB)
- sexual harassment and violence;
- emotional harm;
- online bullying and manipulation;
- teenage relationship abuse.

Staff are alert to the risk of child-on-child abuse and understand their role in preventing, identifying, and responding to it. It is important that staff recognise that children are capable of abusing other children and they never dismiss abusive behaviour as a normal part of growing up, or 'banter', as this can create a culture permissive of unacceptable behaviours and an unsafe environment for children. The school takes a zero-tolerance approach to child-on-child abuse and views it as seriously as abuse by adults. All staff also understand that child-on-child abuse can happen outside of school and online and it may involve pupils from multiple schools.

How will the School respond to child-on-child abuse?

The School actively seeks to prevent all forms of child-on-child abuse by educating pupils and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community. All cases of child-on-child abuse and any cases of bullying (no matter how trivial) will be addressed promptly and appropriately by the School. If any member of staff believes a pupil is at risk of abuse from another child or young person, or that a child may be abusing others, this concern should be reported to the Designated Safeguarding Lead (DSL) or to a Deputy Designated Safeguarding Lead (DDSL) without delay. If any child causes significant harm to another child, or is at risk of significant harm, a referral to Children's Social Care and/or the police will be made. The School will investigate the behaviour and will where necessary take any immediate steps to ensure the safety of the victim(s) or any other child. The School will also consider appropriate disciplinary sanctions. All incidents will be considered on a case-by-case basis but more serious cases of bullying and abuse may be considered under the Permanent Exclusions policy.

Principles

- Bullying will not be tolerated at Hulme and a culture which does not tolerate bullying will be actively promoted.
- Bullying is serious and can be both physical and emotional and may cause psychological damage.
- Bullying on the basis of protected characteristics is taken particularly seriously.
- Signs of bullying will be acted upon immediately by form tutors, heads of year and Deputy Principal Pastoral but it is the responsibility of all members of staff to act to stop bullying.
- The response of staff may be supportive or reactive; the choice is, in the first place, with the victim.
- Bullying that is not reported cannot be acted upon; victims will be encouraged to report bullying.
- Staff guidelines will be issued to all teachers, and regular anti-bullying and safeguarding training will be provided annually, with interim updates provided as guidance evolves
- All pupils will have access to the pupil guidelines concerning bullying via the pupil portal. Attention will be drawn to this document regularly.
- The issue of bullying will be dealt with during the PSHE programme, form periods, assemblies, the content of the curriculum, the school ethos which promotes a positive and tolerant environment and the school behaviour/pupil discipline strategy.
- Stopping violence and ensuring immediate physical safety is obviously a school's first priority but schools must be aware that emotional bullying can be more damaging than physical bullying.

Staff guidelines

There are certain general principles, which must be borne in mind when reading this document and considering the problem of bullying. Whilst recognising that many upsets can be quickly resolved, there are more serious cases which can cause distress. It is important to remember that there are no stereotypes and not to jump to conclusions.

- In addition, there are cases in which the victim's behaviour is also clearly unacceptable in some way and, whilst we do not accept bullying as a way of dealing with this, the victim may need some guidance on more appropriate codes of social conduct. In many cases both parties may feel justly aggrieved.
- A bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is "suffering or is likely to suffer significant harm". (As stated in the Children Act 1989 Children Act 1989 - Legislation.gov.uk) Staff may need to draw on external services to support a child who is experiencing bullying or to help deal with an underlying issue which has contributed to a child engaging in bullying. Where this is the case, staff should report their concerns to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead or to their local authority social care.
- Children's services or the police should be informed when bullying has reached a point where a child is suffering or is likely to suffer significant harm. Bullying at this level goes beyond the threshold of an internal school investigation.
- The problem of bullying is not one that is confined only to the younger years in the school. It is important to recognise that even at sixth form level various forms of bullying are likely to take place, however infrequently. These may well spread beyond the confines of school, potentially involving malicious phone calls, cyber bullying, threats of violence or other similar forms of intimidation. The school is prepared to offer support wherever it is possible and is required.
- Central to the school's strategy on dealing with bullying is the basic principle that whenever a case is reported, it is always taken very seriously and dealt with appropriately. The form period programmes of both year 7 and year 8 are designed to introduce and reinforce this idea.
- All allegations of bullying must be documented. Original copies of statements by the alleged victims and perpetrators and details of action taken by the school will be stored in the pupils' files. In addition the Deputy Principal Pastoral or the Head of Prep will keep a record of all alleged incidents.
- Members of staff should be vigilant at all times. It is important to observe pupils' behaviour when entering or leaving the School site or when entering or leaving a classroom. Observation during lunchtimes and at breaks is vital as well as when pupils are queuing for school transport or when supervised by staff on co-curricular activities. Staff who supervise After School Care and Holiday Clubs should also be vigilant when observing children at play.

What sort of behaviour is included?

There is a wide variety of circumstances that come under the generalised framework of bullying, but some of the more common include:

- physical attack or one-sided rough play, hitting, kicking or pushing people around and spitting
- passing rumours or name calling, taunting and teasing, insulting behaviour and saying hurtful things directly to a person or to others so they can hear, or the writing of unpleasant or threatening letters
- Producing offensive graffiti or writing unkind notes about someone
- demanding money or other items of value
- Gossiping
- Deliberately invading someone's "personal space"
- passing rumours or name calling and saying hurtful things by social media, mobile phones, e-mails, photographs and other electronic media
- making remarks or comments which are racist, sexist or homophobic, biphobic, transphobic or which victimise because of cultural, religious or disability differences and special education needs, or because a child is adopted, is in care or is a carer or because of their lifestyle choice.
- removing or damaging another pupil's property, often with the intention of getting the victim in trouble with a subject teacher (for instance if books, files or games kit are removed or hidden)
- ignoring someone, isolating them or deliberately excluding him/her from the group
- misogyny, sexist language, and gender-based stereotyping act as early escalators to Harmful Sexual Behaviour (HSB), sexual harassment, and Violence Against Women and Girls (VAWG).
- Cyber bullying – including using the internet, mobile telephones, texts, emails and social networking sites such as *Facebook, Instagram, Twitter, Tick Tock, or 'group chats'* to cause distress.

also the sending of offensive or degrading images by phone or email or the internet.

Recognising the signs of bullying

Perhaps one of the most difficult aspects of this issue is diagnosing when a pupil is suffering at the hands of a bully or bullies. Clearly many of the following tell-tale signs could have alternative explanations. However, the things to watch out for include the pupil who:

- becomes withdrawn, shy or nervous
- begins to do badly at school, lack concentration, changes in work patterns
- may say s/he is unhappy and want to change schools
- has a lot of absences and does not want to come to school/pretends to be ill. Takes unusual absences or complains about feeling ill in the morning
- Truancy
- reports his/her possessions repeatedly going missing or are damaged
- is not eating or "binge" eating
- shows changes in friendship patterns (selected individuals become ignored and excluded by the rest of the peer group)
- clings to adults and seeks attention
- Is bullying other children or siblings
- Is afraid to use the internet or mobile phone
- Reacts unfavourably to cyber-messages
- Has considered or attempted suicide in extreme cases

Reporting Bullying

Anyone who feels that they are being bullied, or anyone who suspects bullying is taking place, must refer the matter immediately to any member of staff with whom they feel comfortable, including the School Medical Officer. In the Senior School, the Deputy Principal Pastoral and in the Prep the Head will be responsible for the day-to-day management of the policy and systems, ensuring that there are positive strategies and procedures in place to help both the bullied and bullies. Parents are encouraged to report any concerns promptly to a member of staff to enable the School to act swiftly to investigate and address any bullying behaviour. The School encourages pupils to 'Speak Out' as bullying thrives in a climate of silence.

Procedure if unacceptable behaviour is reported

It is recognised that the most difficult aspect of handling the bullying problem is the initial action involved in discovering and/or reporting the matter. Many victims are reluctant to come forward for a variety of reasons, including fear of the consequences, loss of face and even a desire to protect the bully, who in certain instances may be perceived as an erstwhile friend of the victim. However, all cases of suspected or reported bullying must be investigated, which may entail following up rumour or hearsay. This may in the first instance be carried out by the Form tutor, or another member of staff closely involved with the group (for instance the member of staff in charge of a particular sports team or activity Although the Head of Year and if necessary the Deputy Principal Pastoral and Head of Prep will be available for support, the member of staff who has been approached first may well be in a position of greatest trust and therefore better placed to give preliminary guidance. However, irrespective of whom the victim has initially confided in, there is an agreed basic procedure to follow:

- take the matter seriously
- it is essential when dealing with complaints to follow the guidelines sensitively and carefully in order to build trust
- take the victim to a private/quiet-place
- record a statement from the victim, if they are able, and take any witness statements
- keep a written account of what has happened this account must be written up later on schoolbase or CPOMS
- Pass all information to the Deputy Principal Pastoral or Head of Prep who will record the incident
- ask the victim what they would like to happen
- Make it clear that we cannot promise confidentiality when allegations of bullying are being made

There are two possible steps following a report

Supportive response

- listen to the problem and offer support. **Caution is required because the whole truth is not always forthcoming in the first instance**. (If subsequent actions are taken based on what amounts to half-truths this can serve only to exacerbate the situation)
- the victim may wish for confidence at this stage, since talking is often enough to help, and the situation may resolve itself
- remind him/her of the advice given in the pupil guidelines
- **reassure him/her that s/he has done the right thing by telling someone**
- ask him/her to see you again after an agreed time to assess the situation. If the problem does not resolve itself, then further action may be needed
- a written record should be kept of all meetings and of progression of the case
- **All concerns must be passed to a** Head of year, Deputy Principal Pastoral, or Head of Prep.
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Reactive response

- consult with the Head of year, Deputy Principal Pastoral or Head of Prep
- see the other pupil or pupils involved
- keep a written record
- collate information and decide further action

This will involve

- alerting staff to the problem
- informing parents. (The staff member managing an investigation will notify the parents of the victim and the alleged bully giving them appropriate information concerning the case and reassuring them that action is being taken.)
- speaking to form or year group
- seeing pupils as necessary with appropriate advice and possible sanctions
- continual monitoring of the situation.

Interview procedure following a complaint

See the victim and ask

- what has happened?
- who is involved?
- how long has this been going on?
- is it still happening?
- where is it happening?
- do you have any witnesses?
- have you retaliated or taken any action in return?
- do you have any idea of why it is happening? Did any one incident spark off the trouble?
- have you told anyone? Have you told your parents?
- do you have the support of friends?

See the suspected perpetrator and ask

- Do you know why you are here?
- if yes: What is your account of what you have done?
- if no: I understand that you have .....
- give me your account of what you have done
- What is the reason why you have acted this way?
- You are causing distress to... ***** You should keep away from ... [If appropriate, tell him/her that the behaviour must now stop.]
  [Caution is needed when using this opening; there may be occasions when it is best left out]*
  If a group is involved, see each pupil individually (if time permits).

Record Keeping and monitoring

- The pastoral team maintains records relating to alleged bullying on student files and on the electronic record Schoolbase or CPOMS
- The Deputy Principal Pastoral or Head of Prep will keep a record of incidents of bullying and the action taken by the School in response. This register is reviewed at the end of every half term to recognise patterns or satisfactory investigation and conclusion of reported incidents. Any incidents of bullying which are based on protected characteristics will be distinguished in the written record.
- The Head of School/Head of Prep will decide on the threshold for reporting a bullying issue to an external agency such as the police or social services.
- If bullying gives rise to a safeguarding concern the School's safeguarding procedures will be followed. The School's Safeguarding Policy is available on the School's website.

Responsibility

- It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. It is all staff's responsibility to recognise that a pupil may be vulnerable to bullying because of their age, physical appearance, ethnicity, nationality, sexual orientation, gender, religion, culture or disability, special educational needs or because they are new to the school, appearing uncertain or lacking friends. Allegations of bullying must always be taken seriously and investigated.
- A pupil or a member of staff who witnesses or hears of an incident of bullying must report it.
- Parents are also encouraged to report any incidents of bullying which they witness or which they become aware.
- Parents have a responsibility to support the school's anti-bullying strategy and to actively encourage their child to be a positive member of the school.
- No one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

Legal implications

- A person who makes a physical or sexual assault on another person or who steals or causes damage to the property of another is committing a criminal offence and there could be legal consequences outside of school.
- Bullying can also be considered as harassment or threatening behaviour and could be classed as a criminal offence. (As defined by The Equality Act 2010) Equality Act 2010 - Legislation.gov.uk
- It is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or offensive, which is a threat or to send information which the sender knows is false. (As defined by the Malicious Communications Act 1988 Malicious Communications Act 1988 - Legislation.gov.uk)
- If staff feel that a criminal offence may have been committed they should seek assistance from the police

These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Special Educational Needs and Disabilities

The school is vigilant where concerns relate to children with special educational needs and disabilities, as additional barriers can exist in identifying abuse and bullying in this group of children:

- care should be taken not to assume that indicators of bullying such as anxious behaviour, low

mood and injury relate only to a child's disability without further exploration;
- It is recognised that children with SEN and other disabilities can be more vulnerable to and harmed by abusive behaviour such as bullying, even when they do not exhibit any obvious signs of distress;
- It is recognised that children with SEN and other disabilities may experience difficulties in communicating their concerns about bullying and may need specific additional support.

Cyber bullying

- This is the deliberate use of information and communication technology, particularly mobile telephones and the internet, to upset or intimidate someone else. Cyberbullying can cause tremendous distress to victims and their families.
- Cyberbullying could involve communications by various electronic media, including:
    1. texts, instant messages or calls on mobile phones;
    2. the use of mobile phone camera images to cause distress, fear or humiliation;
    3. posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs or vlogs, personal websites and social networking sites such as Facebook, Instagram, Twitter(X) TikTok, Snapchat or YouTube.)
    4. Using email to message others in a threatening or abusive manner
    5. hijacking/cloning email accounts
- Cyberbullying is different from other bullying as it can happen at all times of the day and can involve a wide audience.
- The school has an E Safety strategy and there are acceptable use guidelines in the staff handbook, relating to the use of mobile phones, Social network sites and the internet and the acceptable use of computers and guidance about the taking of photographs. The school takes very seriously any incidents of cyberbullying, whether they take place during the school day, on the school site or off-site.
- Support staff and teachers are involved in the active management of hardware, software and connectivity and are vigilant in safeguarding and protecting pupils. Parents are also encouraged to be vigilant in the monitoring of their children's cyber activity. Parents are invited into school to receive information regarding the dangers of the internet and potential cyber bullying at the Parents' Information Evenings.

Cyberbullying – preventative measures

For the prevention of cyberbullying, in addition to the measures described above, the School:

- expects all pupils to act in accordance with the School's rules and its policies on Acceptable Use, E-Safety and Use of Personal Devices;
- blocks inappropriate sites and material via its filtering system;
- may impose disciplinary sanctions for the misuse, or attempted misuse, of the internet;
- issues all pupils with their own personal school email address;
- prevents pupils from accessing social media and non-school, personal email using the School's network and wi-fi;
- offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons;
- offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;
- school is mobile phone free zone other than in the Sixth Form
- does not allow the use of cameras in toilets, washing and changing areas.
- communicates with parents to inform them about how to protect their child online.

Educating Pupils about Cyberbullying The School seeks to give its pupils an age-appropriate understanding of how to promote both their own safety and well-being when online. This is done through a variety of means, including the PSHE programme, Computer Science lessons, tutor periods and assemblies. Pastoral staff, the Head of Computer Science and the Head of PSHE liaise over provision so that pupils are well-informed and develop resilience.

Online abuse and bullying
The school is fully aware that abuse and bullying can take place wholly online and that technology may be used to facilitate offline abuse. Digital abuse is any type of bullying or harassing behaviour that occurs online, through social networking, text messaging, or other technologies. These acts include anything from sending or posting unpleasant or threatening messages about another person to disclosing private information without permission. Similar to traditional forms of bullying, digital bullying is associated with emotional distress and issues regarding school. Technology can be very helpful to survivors of domestic violence, sexual violence, and stalking, but is also often misused by abusers to harass, threaten, coerce, monitor, exploit, and violate their victims. Abusers misuse technology in many ways to stalk, harass, and impersonate victims. Through the "anonymity" of technology, abusers often impersonate victims by creating false social media accounts. Of the types of technology misused by offenders, social media, text messaging, and email are the top three. Abusers seek to disrupt and interrupt the lives of victims.

Staff recognise the risks associated with the making or sharing of nudes and semi-nudes. These include:

- Self-generated intimate images or videos shared consensually or non-consensually.
- Content created, altered, or manipulated using Artificial Intelligence (AI), deepfakes, or digital editing tools to cause harm, humiliation, or distress.
- Coercion, extortion, or harassment via social media, gaming platforms, or AI companion apps.

Many victims communicate online with unknown individuals and are consequently at risk. Technology is used to post lies on social media, to post embarrassing videos without permission, to spread rumours, impersonate someone's digital I.D and to send threatening messages. Pupils are encouraged to share their experiences and report abuse online to friends and family and to their teachers including the DSL and DDSLs.

It should be noted that online abuse may well be taking place at the same time as face to face abuse.

Mobile Phones and other Digital Technology
Pupils in years 5 to 13 may bring a mobile telephone to school only under the following conditions:

- The school premises is a mobile phone-free environment.
- The mobile phone must be switched off the moment a pupil comes onto the school premises (delimited by the outer electronic gates).
- In the Prep, Year 5 and 6 must hand the device to a staff member on arrival at school. The device will be kept in a safe place until the end of the day.
- Pupils in years 7 to 11 should place their mobile phones in their lockers immediately upon entering the school building.
- At the end of the school day mobile phones can only be turned on once a pupil has left the school premises (delimited by the outer electronic gates).
- Sixth Form pupils are permitted to use their personal devices in the Sixth Form area only.

Wearables are defined as any smart electronic device designed to be worn on the body as an accessory or embedded in clothing. Any wearables that can record sound, take pictures or film are banned from school. Such items include Smart Watches, Meta Glasses and any other device that can undertake such activities.

Pupils must never use a mobile phone or wearable to record images or sound of any other pupil, member of staff or any member of the school community. This is an infringement of the Human Rights Act and the Data Protection Act Data Protection Act - GOV.UK and pupils will have their phone and/or wearable confiscated; it will only be returned to parents and in addition, pupils will be subject to a serious school sanction.

A pupil may be exempt from the Mobile Phone and Wearables rule if they have a medical condition which

means the devices are required to monitor the condition; for example blood sugar levels for a pupil who is diabetic. In such circumstances a medical note must be provided by a medical professional and it must be sent to the school's Medical Officer.

The School understands that mobile phones can be used in an anti-social way and for bullying, and always takes instances of this sort of behaviour very seriously. The School expects its pupils to make good, well-informed decisions about appropriate use of mobile phones and other digital technology. It seeks to educate its pupils about responsible, ethical behaviour through its PSHE curriculum, as well as occasional assemblies.

Bullying Outside School premises
Where bullying outside school is reported it should be investigated and acted on. It may include incidents anywhere off the school premises, such as public transport or school buses, outside local shops, or in a town centre. It is at the Principal's discretion to decide whether it is appropriate to notify the police about an incident of bullying. If the incident poses a serious threat to a pupil or member of the public the police must be informed.

Sources and support information
Excellent resources, advice and activities for parents, teachers and children from CEOP (Child Exploitation and Online Protection Centre) CEOP
Childnet International: Childnet
Parent Zone: Parent Zone: Home

Equal opportunities:
- Throughout School pupils and staff understand that discriminatory words and behaviour are unacceptable.
- Positive attitudes are fostered towards all protected characteristics under the Equality Act 2010. Discriminatory comments or prejudice-based bullying (including racist, homophobic, biphobic, transphobic, or misogynistic abuse) will not be tolerated.
- Pupils are encouraged to discuss the differences between people in PSHE, literature and drama and to avoid prejudice-based language.
- Accessing and investing in specialist help if necessary for protected groups.

Staff training
As a result of staff training all staff:
- Will understand their legal responsibilities in this area and the principles of the school policy.
- Are expected to promote an anti-bullying culture by celebrating the achievements of all.
- Are expected to provide support for potential victims and act as advocates for pupils.
- Are expected to make time to listen to pupils.
- Are encouraged to anticipate problems.
- Are expected to challenge unacceptable behaviour or comments.

Appropriate training in all aspects of care is also arranged to ensure that the Pastoral team and other staff have the necessary professional skills, especially awareness of the risk and indications of child abuse and bullying and know how to respond to individual cases. All staff undertake anti-bullying training.

Education
A wide range of programmes exists across the School to educate pupils about bullying and the implications of this strategy. Anti - bullying is covered in "Carpet Time", Form periods, PSHE, is discussed in pastoral and management meetings and with the staff as a whole. Anti – bullying is discussed at the School Council. Pupils are made aware that if they are being bullied, or if they suspect that someone else is being bullied, they can speak to any member of staff.

Creating An Environment To Deter Bullying

The school will do all it can to prevent bullying and will establish a climate of trust and respect for all. Initiatives include:

- Taking part in the national Anti-Bullying Week, promoting tolerance and respect for all. This includes highlighting the issue with parents and encouraging them to discuss related issues with their children.
- PSHE lessons which cover anti-bullying.
- Guidance is given in PSHE and in Computer Science to avoid cyber-bullying. Parents are sent advice on keeping safe online and how to deal with bullying online.
- Victims are encouraged to report bullying immediately to a member of staff.
- All pupils are encouraged to report any instances of potential bullying.
- Staff should actively watch out for pupils who are potential or known victims of bullying and try to support them to avoid further cases of bullying.
- When bullying is reported, pupils should be assured that a fair and thorough investigation of allegations will be undertaken by the pastoral team. Pupils should be aware that it might be necessary to pass on disclosed information made to a member of staff in line with confidentiality and safeguarding procedures.
- Friends of the victim will be encouraged, as appropriate, to offer support and reintegrate the victim in group activities.

Anti Bullying Education In The Curriculum

In all sections of the School PSHE lessons, form / key worker time, assemblies and outside speakers endeavour to ensure that pupils are fully aware of the suffering engendered by bullying and the importance of eradicating it. Pupils are informed of the procedures they should follow if they find themselves the victims of bullying. These programmes are reviewed at regular intervals by the Pastoral Team. The School endeavours to minimise the occurrence of incidents of cyberbullying through awareness-raising and promoting understanding of its characteristics and how it differs from other forms of bullying. The activities include discussion of the Acceptable Use Policy, addressing cyberbullying within curriculum delivery (especially in PSHE and Computer Science lessons) and information for parents at parents' evenings.

Early Help and Family Help Pathways

Where a child experiencing or perpetrating bullying would benefit from support below the threshold of statutory social care intervention, the school will utilise local multi-agency referral pathways, including the targeted early help level of Family Help as well as universal community services. Early intervention through Family Help is vital in addressing non-violent harmful behaviours before they escalate.

Anti-Bullying Strategy reviewed: August 2026

Next Review Due: August 2027

Anti-Bullying Guidelines For Pupils

What is bullying?
It is behaviour that is repeated over time by an individual or a group that intentionally hurts you or another pupil or group physically or emotionally. It is often motivated by prejudice against particular groups who are perceived as different or are a minority. Bullying may occur directly or through cyber – technology, such as the internet, social networking sites or mobile telephones. Bullying can take place inside or outside school or on the way to or from school.

What sort of behaviour is included?
- There may be a physical attack or one-sided rough play, hitting, kicking or pushing people around and spitting
- It may involve spreading stories, name calling , taunting and teasing, insulting behaviour or saying hurtful things directly to a person or by passing photographs with the intention of causing distress.
- Cyber bullying – including using the internet, mobile telephones, texts, emails and social networking sites such as WhatsApp, TikTok, Snapchat, Instagram and (X) to cause distress.
- making remarks or comments which are racist, sexist or homophobic, misogynistic, biphobic, transphobic or which victimise because of cultural, religious or disability differences
- writing nasty or threatening letters
- ignoring people and deliberately excluding them from a group.
- using AI to generate images or false stories aimed at being unkind.

Why do people become bullies?
- people bully because they have a problem
- they like the feeling of power
- they are spoilt and expect everyone to do as they say
- they may feel inadequate in some way
- they may be bullied themselves in other situations outside school and think it is acceptable behaviour.

What to do if you or another pupil is being bullied
- if you can, ignore the bullies, walk away and do not let them see that you are upset
- if you can, calmly stand up for yourself and ask them to stop their behaviour
- if you are being ignored or excluded, look for ways to be pleasant and friendly to the person or to the individual members of the group
- If the unpleasant behaviour continues you must tell a teacher or parent or another responsible adult such as the School Medical Officer.
- If you can not report it face-to-face use the “Speak Out” form that is available on the Pastoral classrooms.
- You may contact Childline (0800 1111) Or use the link to: Childline
- The Anti-Bullying Alliance: https://www.anti-bullyingalliance.org.uk/
- Kidscape: Kidscape
- **Do not put up with bullying; no one is entitled to make your life a misery!**

What to do next
Tell someone you trust. This might be a friend, an older pupil or a member of staff. Just talking to someone may help you to cope and the problem may sort itself out. Tell your parents who will contact your form tutor on your behalf.

What will happen if you tell a teacher?
There are two possibilities
- the teacher will listen to you and offer support. Talking the problem through may be enough to help the situation resolve itself. The teacher will see you again to assess the situation and advise accordingly

- if you agree, the teacher can sensitively put into operation procedures to try to defuse the situation and stop the bullying

What to do if you see bullying

- comfort and support the victim
- stay with the person who has been bullied
- tell somebody in authority, eg a teacher, what you have seen
- tell the victim to tell someone and refer him/her to the pupil guidelines
- If you are in a group where one member is bullying, show that you disapprove because by doing nothing, you support the bully.
- If you can not report it face-to-face use the “Speak Out” form that is available on the Pastoral Classrooms.

What will happen to the bully?

- Any pupil who has been involved in bullying behaviour will be subject to disciplinary sanctions in line with the School Disciplinary Procedures. Action will be taken at the appropriate level, depending on the nature of the incident. Sanctions will be imposed as appropriate and within the disciplinary guidelines laid down in the school’s Behaviour strategy. The school will cooperate with external agencies such as the police if appropriate. In the first instance this may involve detentions or suspension. Persistent bullying will inevitably result in exclusion from the School. When appropriate, help will be offered to the bully in terms of counselling, using the school counsellors and then if necessary with external agencies.
- Sanctions will be fair, proportionate, consistent, reasonable and take account of special needs. They will:
  Impress on the perpetrator that what they have done is unacceptable.
  To deter them from repeating the bullying behaviour.
  To signal to other pupils that the behaviour is unacceptable and deter them.
- Pupils who are guilty of bullying should have the opportunity to:
  Face up to the harm they have done.
  Learn to behave in ways that will not cause harm and distress.
  Develop empathy.
  Learn how to repair the harm that they have caused.

What can you do to prevent bullying?

- Be kind to people and treat your peers in the same way you want to be treated.
- Intervene if you see things happening that you feel should not be happening.
- Report any concerns you have to a trusted adult.