



# HODGE HILL GIRLS' SCHOOL

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## Anti-Bullying Policy

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## Policy Objectives:

To make it clear that all forms of bullying are unacceptable at school.

- To enable everyone to feel safe while at school and encourage pupils to report incidents of bullying.
- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To create a rights respecting environment which upholds the school PRIDE values and character virtues.
- To thoroughly investigate and deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.
- To acknowledge the key role of the class teacher/ form tutor and wider Pastoral Team in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded using school systems and appropriate use is made of the information and where appropriate shared with relevant organisations/agencies.

## Bullying:

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence



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Racial/homophobic (categories separated and further categories added)	Racial taunts, graffiti, gestures, social isolation and exclusion
Homophobic	Homophobic taunts, graffiti, gestures, social isolation and exclusion
Gender identity	Gender identity taunts, graffiti, gestures, social isolation and exclusion
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, inappropriate use of social media, sexting
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

As a school we are opposed to all forms of bullying and will work rigorously to ensure that all incidents of bullying reported to us are fully recorded and investigated. Sanctions will be taken against pupils who are found to have bullied other pupils and appropriate support will be put in place to support both the victim and the bully. As part of our restorative practice, it is important that the bully fully understands the impact of their actions on others and has the opportunity with support to change their attitudes as well as behaviour and understand why this needs to change. It is important that the victim receives appropriate support to promote positive mental, emotional and physical wellbeing.

We promote a climate and ethos that;

values and upholds the rights of the child, encourages our pupils to respect each other and the school PRIDE values, upholds the importance of character values and virtues, respects and understands diversity and difference to lead the way in developing positive relationships and support for each other. We are fully committed to the principles of the Equalities Act 2010 and seek to ensure that no student is discriminated against on the grounds of sex, race, disability, sexual orientation, religious belief or pregnancy.

## School Ethos

**This school believes that:**

- Bullying is undesirable and unacceptable.
- **Bullying incidents must be thoroughly investigated.**



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- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Both the victim and the bully will be supported to promote positive mental, emotional and physical wellbeing and encourage positive behaviour and attitudes.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have the right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse (peer on peer abuse).
- We will not tolerate instances of **child-on-child abuse** and will not pass it off as "banter", or "part of growing up".

At Hodge Hill Girls' School we recognise that all adults in the school are in effect role models for the pupils. The way in which we behave towards each other and to pupils is particularly important in terms of providing positive role models.

## **Therefore, as adults we must:**

- Have high expectations of pupils.
- Model support and encourage the school PRIDE values.
- **Model support and encourage character values and virtues.**
- **Model support and encourage rights respecting language.**
- Actively seek to develop a praise culture within the school.
- Criticise the behaviour rather than the pupil.
- Show respect for every pupil and other colleagues within the school community and as individuals be aware of vulnerable pupils.
- Communicate with and encourage rights respecting language.
- Avoid favouritism and be fair.
- Model, encourage and support positive character traits and virtues.
- Never give pupils ammunition to use against each other.

## **Equal Opportunities**

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which teachers are able to teach and pupils are able to learn.



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## **Roles and Responsibilities**

### **Headteacher**

- Will communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Will ensure all staff, including governors, senior leadership, teaching and non-teaching staff, support, uphold and implement this policy accordingly.
- Will ensure governors take a lead role in monitoring and reviewing this policy.

### **Deputy Headteacher (Pastoral and Safeguarding)**

- Train all staff, including teaching staff, support staff (e.g., administration staff, lunchtime support staff, site support staff and pastoral staff), to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Take appropriate, proportionate, and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport on an educational visit.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

### **Assistant Headteacher (Personal Development)**

- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- Ensure the review of the PSHCE curriculum in the light of local and national issues.

### **Pastoral Manager**

- Will ensure that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.



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- Recognises the potential for vulnerable children including those with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.

## Form Tutor

- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be the first point of call for pupils to feel safe and open to share.

## Staff

- Staff should intervene if they witness bullying taking place in the first instance. Any bullying should be recorded on class charts. This can then be investigated.
- Should create and support an inclusive and rights respecting environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Will promote positive relationships and the development of positive character traits and virtues to help prevent bullying.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (**child on child abuse**).
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school PRIDE values, ethos, character values and virtues, British values, and respect towards others.

## Pupils:

Young people have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all pupils must:

- Support and model the school PRIDE values.
- Show respect for their fellow pupils and adults working within the school community.
- Support and be sensitive to others when they may be feeling vulnerable.
- Seek to develop a praise culture within the school and actively support the school anti-bullying policy.
- Communicate using rights respecting language.
- Take responsibility for their own behaviour.
- Demonstrate positive character traits and virtues.
- Abide by the policy.



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Pupils should report any bullying to an adult in school. If you suspect a friend or anyone else is being bullied report this to an adult. Speak to family members so that they can contact the school. It is important all forms of bullying are tackled and the victim and preparator receive appropriate support.

## **Parents:**

- Parents/carers to support their children and work in partnership with the school.

If your child has been bullied:

- Calmly talk with your child about their experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that they have done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur they should report them to an adult in school immediately
- Discuss what has happened with the relevant Pastoral Manager and what will be the next steps

## **When talking with a staff member about bullying:**

Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.

- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the Pastoral Manager and let them know if things improve as well as if problems continue.

## **If your child is bullying others:**

- Talk with your child and explain that what they are doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how they can join in with other children and build positive relationships without bullying.
- Make an appointment to see your child's Pastoral Manager and explain the problems your child is experiencing as well as discussing how you can work together to stop bullying others.
- Regularly check with your child about how things are going at school.
- Give your child lots of praise and encouragement when they are co-operative or kind to other people.





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## **If your child is experiencing any form of online bullying:**

- Ensure your child is careful about whom they give their mobile phone number, email address and other social media contact details to.
- Block the person sending the messages and report the incident to the relevant social media provider.
- Where deemed necessary report incidents to the police.
- Use the resources on the school website, parent section, online safety for additional support.

## **Responding to Bullying**

### **Support for Pupils who Experience Bullying**

#### **If you are being bullied:**

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear— look them in the eye and if possible, tell them to stop and tell them how you feel.

#### **After you have been bullied:**

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying. Don't blame yourself for what has happened.

#### **When you are talking to an adult about bullying be clear about:**

- What has happened to you?
- How often has it happened?
- Who was involved?
- Who saw what was happening?
- Where it happened?
- What you have done about it already?

If you experience bullying by mobile phone text messages, e-mail or via other social media, tell a friend, parent, or teacher. Be careful who you give your mobile phone number, e-mail, or social media contact details to and be a responsible user of digital technology. Make a note of exactly when a threatening message was sent and if possible, keep screenshots. You may wish to report incidents to the police. You should block any contact with the person sending you messages and report this to the social media platform.



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## **Supporting Victims and Perpetrators**

### **Pupils who have been bullied will be supported by:**

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Signpost the pupil to sources of additional support and charities such as Kooth, NSPCC, Childline, Young Minds.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, school nurse team or support through the Children and Young People's Mental Health Service (CYPMHS).

### **Pupils who have perpetrated bullying will be helped by:**

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Providing ongoing restorative support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Signpost the pupil to sources of additional support and charities such as Kooth, NSPCC, Childline, Young Minds.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, school nurse team or the Children and Young People's Mental Health Service (CYPMHS).



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## **Sanctions**

The Behaviour Policy lays out procedures to deal with negative behaviour and possible consequences. In the event of all other avenues being exhausted, or in particularly serious cases this may lead to exclusion.

## **Strategies to Reduce Bullying**

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including:

- Co-operative group work
- Circle of Friends
- The support group approach/No Blame Approach
- Mediation
- Counselling
- Buddy systems
- PSHE programmes
- Wider curriculum content
- Self-esteem workshops
- Assemblies
- Activities during awareness weeks and 'drop-down' days
- Educational drama productions
- Anti-Bullying themed work

## **Confidentiality**

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidents of bullying will be taken seriously.



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Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

## **Monitoring Arrangements**

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The Deputy Headteacher for Pastoral and Safeguarding will report on a regular basis to the governing body on incidents of bullying, including outcomes.
- Pupils and staff will be used to make changes and improvements to the policy on an ongoing basis.

## **Dissemination of the Policy**

The policy will be displayed on the school website .

## **Policy Review and Development Plan**

This policy will be reviewed on an annual basis.

## **Links with other policies**

The Anti-Bullying policy is linked to the following policies:

- Attendance policy
- Behaviour policy and professional learning standards
- Teaching and learning policy
- Collective worship policy
- Complaint's policy
- Educational visits policy
- RSE policy
- Safeguarding policy
- SMSC policy



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## Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Barnardo's: [www.barnardos.org.uk](http://www.barnardos.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Kooth: [www.kooth.com](http://www.kooth.com)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practicehttp://www.restorativejustice.org.uk/restorative-practice-schoolschools](http://www.restorativejustice.org.uk/restorative-practicehttp://www.restorativejustice.org.uk/restorative-practice-schoolschools)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send) [http://www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send - module final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf) [module final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25practice-0-to-25>

## Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)



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[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)



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- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk) ○ A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody](http://www.gov.uk/government/publications/disrespect-nobody)  
<http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual>  
<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual>
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)