



HODGE HILL GIRLS' SCHOOL

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Anti-Bullying Policy

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Policy Objectives:

- To make it clear that bullying in any form is completely unacceptable at Hodge Hill Girls School.
- To ensure all students feel safe and confident in reporting any incidents of bullying.
- To foster a culture of respect for rights, guided by our PRIDE values and core character virtues.
- To provide support to those who have been bullied.
- To work with those who bully others, helping them understand the impact of their actions and encouraging lasting, positive behaviour change.
- To maintain open communication with parents, carers, and relevant members of the wider school community.
- To recognise the vital role of class teachers, form tutors, and the wider Pastoral Team in identifying and responding to bullying incidents.
- To ensure all bullying incidents are properly recorded in line with school procedures, and that relevant information is used appropriately and shared with external agencies when necessary.

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



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Bullying can include:

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting, spreading rumours |
| Physical | Hitting, kicking, pushing, or damaging property, any use of violence |
| Racial/homophobic | 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 | Sending harmful or threatening messages, images, or videos via social media, texts, or other digital platforms. |

As a school, we are committed to opposing all forms of bullying. We will ensure that every reported incident is thoroughly recorded, investigated, and addressed in a timely and consistent manner. Pupils found to have engaged in bullying will face appropriate sanctions, and tailored support will be provided to both the victim and the perpetrator.

Through our restorative approach, we aim to help those who have bullied others to understand the impact of their actions, and with support encourage them to reflect, change their attitudes, and improve their behaviour. Equally, it is essential that victims receive the care and support they need to safeguard and promote their mental, emotional, and physical wellbeing.

Our school values uphold the rights of every child. We actively encourage our pupils to respect one another and to embody our PRIDE values, as well as the core character virtues that guide positive behaviour. We promote an inclusive culture that recognises and celebrates diversity and difference, helping students build strong, respectful relationships and support each other within a caring school community.



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We are fully committed to the principles of the Equality Act 2010 and work to ensure that no student is discriminated against on the basis 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.
- 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 perpetrator 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.



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- Communicate with and encourage rights respecting language.
- Avoid favouritism and be fair.
- Model, encourage and support positive character traits and virtues.

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.

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.

The Deputy Headteacher (Pastoral and Safeguarding)

- Lead and oversee the school's anti-bullying strategy, ensuring it is consistently implemented across all year groups.
- Ensure that the anti-bullying policy is regularly reviewed and updated in line with national guidance and best practice.
- 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.



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Assistant Headteacher (Behaviour)

- Oversee the consistent and timely investigation and resolution of all reported bullying incidents, ensuring:
 - Support for victims
 - Appropriate intervention with perpetrators
- Keep accurate record and data analysis of bullying trends from CPOMS and Class Charts records
- Regularly review and analyse behaviour and bullying data to:
 - Identify patterns or areas of concern
 - Inform staff training and pupil support
 - Target interventions for specific individuals or groups
- Lead staff training on recognising, preventing, and addressing bullying

Assistant Headteacher (Personal Development)

- Ensure that anti-bullying remains a visible and ongoing priority across the school year, with particular emphasis during key events such as Anti-Bullying Week and relevant awareness days.
- Embed Anti-Bullying Education Across the Curriculum
Identifying and implementing a range of curriculum and extracurricular opportunities to address bullying, including:
 - School-wide displays and campaigns
 - Assemblies focused on respect, kindness, and inclusion
 - Involvement of peer mentors or student leaders
 - Engagement with the school council/student voice to shape anti-bullying strategy
- Promote Social and Emotional Development
Ensure that pupils are provided with regular and meaningful opportunities to develop essential life skills, such as:
 - Resilience and confidence building
 - Empathy and emotional intelligence
 - Conflict resolution and assertiveness
- Oversee the PSHCE Curriculum
Regularly review and evaluate the PSHCE (Personal, Social, Health, and Citizenship Education) curriculum to ensure it:
 - Reflects current local and national priorities (e.g. online safety, diversity and inclusion, mental health)
 - Effectively supports pupils' understanding of bullying, its impact, and prevention
 - Is responsive to emerging issues within the school community



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Head of Year

- Investigate bullying incidents thoroughly and impartially.
- Keep accurate and confidential records of incidents, actions taken, and follow-up measures.
- Ensure bullying concerns are dealt with sensitively and effectively.
- Provide support for both victims and perpetrators
- Facilitate restorative conversations and resolve conflict.
- Recognise 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.
- Work in partnership with parents/carers regarding all reported bullying concerns and seek to keep them informed at all stages.

Form Tutor

- Build strong, trusting relationships with pupils and act as a first point of contact for concerns.
- Be alert to changes in behaviour, mood, or peer relationships that may indicate bullying.
- Act promptly on any concerns raised by pupils or parents and report incidents appropriately.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

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.



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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.
- Engage positively with the personal development offer
- Abide by the policy.

Pupils should report any bullying to an adult in school. This includes Form Tutors, Heads of Year, or any trusted member of staff. If a pupil suspects that a friend or another student is being bullied, they are encouraged to report it immediately to an adult either in person or by completing the online form found on the pupil portal. Pupils are also advised to speak to family members about any concerns, so that parents or carers can support by contacting the school directly. It is important that all forms of bullying are addressed promptly and appropriately. Both the victim and the perpetrator will receive support, in line with the school's behaviour and safeguarding policies. Bullying can also be reported and securely using the Pupil Portal, which is available on the Hodge Hill Girls' School website.

Parent Responsibilities include:

- Talking regularly with their child about their school experiences, friendships, and how they are feeling.
- Encourage their child to speak up if they are being bullied or if they witness bullying happening to others.
- Contact the school as soon as possible if they suspect their child is being bullied, or if their child raises concerns.
- Provide clear information about what has happened, when, and where, and who was involved.
- Work in partnership with the school by reporting concerns through the appropriate pastoral channels.

How to report Bullying:

When reporting bullying, stay calm and bear in mind that the staff member may have no idea



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that your child is being bullied or may have heard conflicting accounts of an incident.

- Be as specific as possible when describing what your child states has happened.
- Provide details such as dates, locations, and the names of any other children involved.
- Make a note of the actions that the school intends to take in response to your report.
- Work with the school.
- Maintain regular communication with your child's Head of Year. Keep them updated if the situation improves and inform them promptly if any problems persist.

If your child is bullying others:

If a child has been involved in bullying behaviour, parents or carers should take calm and supportive steps to help address it. They should speak with their child and explain clearly that the behaviour is unacceptable and causes distress to others.

Parents are encouraged to discourage any bullying behaviour or use of aggression within the home, including from siblings or other family members, as children often mirror behaviours they observe.

They should help their child understand how to join in with others positively and how to build respectful relationships without using intimidation or control.

An appointment should be made with the child's Head of Year to discuss the concerns, share insights, and agree on a joint approach to stop the bullying and support the child's improvement.

It is important for parents to check in regularly with their child to monitor how things are progressing at school and to maintain open communication.

Positive behaviour should be consistently praised. When a child shows kindness, cooperates with others, or makes good choices, parents should offer encouragement and recognition to reinforce that behaviour.

If your child is experiencing any form of online bullying:

If your child is experiencing any form of online bullying, it is important to act quickly and supportively. Encourage your child to be cautious about who they share their mobile number, email address, and social media contact details with.

- Remind them only to connect with people they know and trust. If harmful or upsetting messages are being received, help your child block the individual responsible and report



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the incident to the relevant social media platform using their safety features.

- In serious cases, where threats or repeated harassment occur, it may be necessary to report the incident to the police.
- Parents and carers are also encouraged to make use of the resources available on the school website under the 'Online Safety' section for further guidance and support.

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.
- Signposting pupils 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 the 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.



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- Signposting pupils 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).

Sanctions

The Behaviour Policy outlines clear procedures for addressing negative behaviour and sets out the possible consequences. Where all other strategies have been exhausted, or in cases of particularly serious misconduct, a fixed term suspension or permanent exclusion may be considered as a last resort.

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:

- Use of restorative practices to address conflict and rebuild relationships.
- Delivery of regular PSHE lessons focused on relationships and empathy
- Access to mediation and counselling where appropriate
- Implementation of buddy systems to provide peer-to-peer support.
- Self-esteem workshops
- Use of assemblies
- Whole-school awareness initiatives during themed weeks and 'drop-down' days.
- 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



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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.

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.



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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

Useful links and supporting organisations

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



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SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: 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 - 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

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
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
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com



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- Show Racism the Red Card: 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
- EACH: www.eachaction.org.uk



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- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk o A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWhttp://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: 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-sexualbullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender>
[https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual- and-gender-related/preventing-and-responding-sexualrelated/preventing-and-responding-sexual](https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexualrelated/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