



St Hugh's School

Anti-Bullying Policy

Anti-Bullying policy

1. INTRODUCTION/POLICY STATEMENT

1.1 INTRODUCTION

1.1.1 Bullying of any kind is unacceptable in St Hugh's school. If bullying does occur, all students should know that incidents will be dealt with promptly and effectively. St Hugh's is a telling organisation and anyone who knows that bullying is happening should inform a member of staff in safety.

1.1.2 Bullying is not something we will tolerate, and it is the duty of anyone who witnesses or is made aware of bullying to report it. All such reports can be done with security and discretion. All reports will be treated with confidentiality and professionalism. Staff and students do not have an option as to if they report bullying - we insist on a culture of openness.

1.2 POLICY PRINCIPLES

1.2.1 This policy supports the school in providing an environment where every student can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution to school and their community
- comfortable about who and how they are as a person

1.2.2 The ethos of our school fosters high expectations of outstanding behaviour. We recognise the value of talking about bullying and of equipping students with strategies for dealing with bullying should they encounter it.

1.2.3 To protect the rights of all students to have a safe and secure learning environment, the school will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both the school's ability to educate students and a student's ability to learn. If such a case arises, the staff at the school will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify students displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate effectively and positively

- Keep all other students safe, happy and confident

1.3 FORMS OF BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms including derogatory language. Bullying can be:	
Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures, derogatory assumptions or generalisations about colour of skin, accent or the way they talk, ethnic grouping, references to terrorism, dress etc.
Gender	harassing behaviours based on gender role expectations, taunts relating to Sexual orientation - Homophobic / LGBTQ+ - ridicule, gestures, malicious warning others about a person, put downs, insults, etc.
Religious	Comments or actions towards someone's beliefs, dress, culture or spiritual rituals they may participate. This is not an exhaustive list.
Sexual	unwanted physical contact or sexually abusive comments – online or physical
LGBTphobic	because of, or focusing on the issue of sexuality, including lesbian, gay, bisexual and transgender
Related to disability	because of or focusing on a student's learning difficulties or disability
Verbal	name-calling including homophobic language, sarcasm, spreading rumours, teasing
Cyber	Email, chat room or social networking site misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.
Prejudice Based	Discriminated against either directly or indirectly due to reason of a specific protected characteristic as set out in the Equality Act 2010

1.3.1 All stakeholders should understand that not all behaviours students dislike are incidents of bullying.

Actions that may **NOT be** considered to be bullying:

- Not liking someone
- Being excluded
- Accidentally bumping into someone

- Making other students play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness
- Be aware of age-related differences and behaviours – a very young child has a less developed understanding of third person empathy

1.3.2 In order to help prevent bullying all stakeholders should understand the underlying reasons why children may bully which include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them

1.3.3 Staff must be vigilant and deal with bullying promptly. They must have a sound understanding of seriousness of bullying the damaging effects it may have. Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. All forms of bullying cause emotional and physical stress which may have very damaging long-term psychological consequences. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness

- changes in eating habits, like suddenly skipping meals or binge eating, students may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

1.3.4 In line with KCSIE 2022 all staff should be aware that safeguarding issues can manifest themselves via child on child abuse which is likely to include bullying (including cyberbullying).

1.3.5 The Equality Act 2010 makes it unlawful for any person to be discriminated against, either directly or indirectly, as a direct result of a protected characteristic. Discrimination can take the form of bullying and the perpetrators may be peers or even members of staff. All staff should be aware that whilst all children can be the victims of bullying, children with Protected Characteristics may be at greater risk as bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, LGBTQ+ , special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

1.3.6 All incidents of bullying are recorded via our incident reporting system on CPOMS which enables effective tracking of all students including both victim and perpetrator. The DSL or line manager is automatically informed of such an incident and will identify the concern e.g. whether the incident relates to a protected characteristic.

1.3.7 The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding policy is, subject to local specifics as in any other case: when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Any such abuse will be referred to local agencies. It would be an expectation that in the event of disclosures about child on child abuse that all students involved, whether perpetrator or victim, are treated as being 'at risk'.

1.3.8 Where the bullying allegation involves a student with a protected characteristic this will be treated as a very serious bullying concern.

1.3.9 Parents should be fully involved in all aspects of the anti-bullying strategy.

1.4 CYBER BULLYING

1.4.1 1.4.1 St Hugh's has a separate ICT & E-Safety Policy which sets out the requirements for the use of ICT and keeping students safe online.

1.4.2 All students sign a student appropriate user agreement which sets out acceptable use of IT and the sanctions that follow where this is not adhered to.

1.4.3 Cyberbullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their victim.

1.4.4 However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target.

1.4.5 Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that students are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

1.4.6 There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively.

The key differences are:

- Impact — the scale and scope of cyber-bullying can be greater than other forms of bullying. Cyber bullying is as serious if not more serious than the other forms of bullying.
- Victims and perpetrators — the people involved may have a different profile to traditional bullies and their targets.
- Access and Location — the 24/7 and any-place nature of cyber-bullying.
- Anonymity — the person being bullied will not always know who is attacking them. Motivation — some pupils may not be aware that what they are doing is bullying.
- Evidence — unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

1.4.7 Forms of Cyberbullying may include:

- Threats and intimidation via electronic means
- Harassment or ‘cyberstalking’
- Sexting or sexual harassment
- Vilification/defamation
- Setting up website pages to invite others to post derogatory comment about a student
- The sending of insulting and vicious text messages
- Impersonation
- Unauthorised publication of private information or images
- The posting of fake and/or obscene photographs of the victim or other material which may be embarrassing or personal;
- Manipulation

1.4.8 It is crucial to the school that we are successful in dealing with cyber-bullying and that all stakeholders are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all stakeholders to take action if they are aware of it happening. To remain silent - is to condone the action of the bully.

1.4.9 SEXUAL ABUSE / HARASSMENT IN SCHOOL

Review of sexual abuse in schools and colleges - Published 10 June 2021

“All children have a right to be safe from sexual and other forms of abuse”

Sexual abuse in any form is completely unacceptable at St Hugh’s School. No young person should feel that this is a normal part of their daily lives – our school is a place of safety, not harmful behaviours that are tolerated instead of tackled.

- Priority in school will be to train staff more robustly to recognise sexual harassment and abuse and teach students confidently about issues of consent, online pornography and healthy relationships.

- School leaders will train staff on how to deal with sexual abuse and harassment among pupils and how to deliver the Government’s new compulsory Relationships, Sex and Health Education curriculum (RSHE).

- School safeguarding guidance will be reviewed to boost teacher confidence in identifying and responding to issues of sexual abuse / harassment in school

- At St Hugh's there is a clear focus on preventing child-on-child abuse from happening in the first place, as well as providing timely and sensitive support to those affected.

1.5 BULLYING OUTSIDE OF SCHOOL

1.5.1 Where bullying outside of school is reported to school staff, it should be investigated and acted on.

1.5.2 Bullying incidents involving school transport will be reported to school staff / transport managers and dealt with in accordance with transport and school policy

1.6 THE ROLE OF THE HEAD TEACHER

1.6.1 They will actively engage to ensure strategies to prevent bullying are in place and will monitor their effectiveness. These could include:

- consistently promoting of the student code of behaviour which requires all students to respect the rights of others
- involving the school in initiatives such as Anti-Bullying Week
 - organising training for all staff on bullying awareness and strategies for prevention
 - ensuring supervision by staff of all social areas at lunch times and breaks
- Peer support mentors for KS3 and KS4 students
- providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied and to ensure that they are clear about the part that their child can play to prevent bullying, including when they find themselves as bystanders
- implementing a clear policy of use of mobile phones not permitted during school hours and appropriate use of chrome books within school
- celebrating all student's backgrounds and cultures through assemblies
- The school will actively promote tolerance of protected characteristics through the curriculum
- ensuring assemblies and PSHE lessons are used to discuss and explore bullying issues with students
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- Using 'Securely' to screen all websites accessed in school. This software screens the language used in websites. Rude or offensive emails, websites, documents are managed by the, safeguarding team, subject lead of ICT and sent to the head

teacher. Action will be taken and recorded screening all websites accessed in school. Rude or offensive emails, websites, documents are sent to the head teacher. Action will be taken and recorded

- effective recording systems
- working with multi-agency teams including the Police and children's services as appropriate
 - contact the parents of both the child being bullied and the bully
- challenge sexual content within verbal abuse and especially challenging LGBTphobic language.

1.7 PARENTS & CARERS

1.7.1 Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's teabase teacher, who will inform the KS phase leader. If they are not satisfied with the action taken, they should contact the KS phase leader / Headteacher. If they remain dissatisfied, they should follow the complaints procedure. Parents/carers have a responsibility to support the Anti-Bullying Policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

1.8 BULLYING BEHAVIOUR BY A MEMBER OF STAFF TOWARDS A CHILD

1.8.1 Incidents where it has been deemed that a member of staff has been bullying a child will be taken very seriously. The headteacher with the support of the governors, will deal with such cases. The headteacher will consult with the SPOC to see if the matter should be dealt with under safeguarding procedures. If this is deemed appropriate, the matter will be dealt with under the Schools Staff Disciplinary Procedures.

1.8.2 In the event of the Headteacher being involved in such incidents, reports will be given immediately to the Chair of Governors who will also take formal action where necessary. Again, advice will be sought from the SPOC as to whether safeguarding procedures should be followed before any investigation is instigated or disciplinary proceedings are initiated.

2. DEFINITIONS Term Definition

Bullying	Bullying behaviour can be a single serious incident or repeated over time and intentionally hurts another student or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex gender, LGBT phobia, special educational needs and disability, or because a child is adopted or a carer. It may occur directly or through the use of cyber-technology (social websites, mobile phones, text messages, photographs or email).
Child	For the purpose of this policy, this means all students at St Hugh's school
Cyberbullying	Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

3. PROCEDURES

3.1. REPORTING, SANCTIONS AND MONITORING How to report bullying

3.1.1. We are a telling school. This means that anyone who knows or suspects that bullying is taking place are expected to tell a member of the safeguarding team or the child's teacher who will in turn report the incident to the phase leader/DSL.

3.1.2. In line with best practice, the school must record and respond to any incident on bullying which takes place:

- On the school premises during the school day
- Travelling to and from school during the school term
- Whilst a student is in the lawful charge of a member of staff
- Whilst the student is receiving educational provision on behalf of or arranged by the school whether on the premises or elsewhere.

3.1.3. All bullying should be logged on CPOMS with the bullying category and appropriate subcategory highlighted.

3.1.4. All the relevant information must be completed on the incident log and the appropriate KS phase leader should be alerted as soon as possible on the day of the incident.

3.1.5. Phase leaders / DSL have overall day-to-day responsibility for dealing with reported incidents and will forward details to the relevant member of staff to investigate.

3.1.6. Any member of staff can be approached to report incidents of bullying, and they in turn will report to the safeguarding team or KS phase leader who will work with them on an appropriate strategy.

3.2. PROCEDURES

3.2.1. The following steps must be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
- The safeguarding team and KS phase leaders must be informed immediately. A member of the safeguarding team or KS phase leader may lead the investigation or designate a staff member to do so. The headteacher must be kept informed throughout the investigation.
- A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement. This will be recorded as per the schools' system for recording any incidents.
- The KS phase leader or other designated member of staff will interview all concerned.
- A member of the safeguarding team will assess the situation and will make a decision as to whether the incident meets the threshold requirements for referral to external agencies (if there is a cause to believe that a child is suffering, or reasonably likely, to suffer harm)
- If the threshold criteria are met, then procedures within the Safeguarding & Child Protection Policy will be followed
- The incident will be recorded on the school Bullying Log including all details of decisions made of sanctions and follow up. This will be added to the actions section on CPOMS.
- A way forward, including disciplinary sanctions and counselling, will be agreed. This should recognise that suitable support is needed both for children who are being bullied and for students who bully others.
- A meeting involving all the parties, with close staff supervision, may be helpful in developing a strategy for all concerned to close the episode.
- Parents will be kept informed by the KS phase leader or designated staff member,

- Subject teachers will be kept informed and asked to monitor the situation

3.2.2. A range of sanctions will be used as appropriate and in consultation with all parties concerned. This will follow the guidance set out within the Relationships and behaviour policy.

3.2.3. There will be an termly audit and analysis of incident logs and interventions to continually improve practice.

3.2.4. The school has set procedures to follow in implementing sanctions where a bullying incident has occurred. Sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that may lead to exclusion, the headteacher / SLT / Governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour and then other arrangements will be made for the pupil to continue their education. In the first instance this may involve the transfer of the child to another LA building to be educated supported by school staff. Where a child has developed complex needs as a result of bullying, which cannot be met in an educational setting, then alternative provision may need to be arranged

3.3. MONITORING, EVALUATION AND REVIEW

3.3.1. The Headteacher / SLT and relevant staff will review this policy annually and assess its implementation and effectiveness.

3.3.2. A student questionnaire will be completed every year. The resulting data will be considered in the annual policy review and reported to the Board of Governors.

3.3.3. The numbers of bullying incidents will be reported to the local LA termly or provided to them at any time on request. Bullying data will be analysed to reflect and re-design further strategies to improve procedures. A record of all incidents will be kept on CPOMS.

4. ASSOCIATED DOCUMENTS

- DfE Preventing bullying 2017
- DfE Cyberbullying: Advice for Head Teachers and school staff November 2014
- DfE searching, Screening & Confiscation July 2022
 - **Review of sexual abuse in schools and colleges**
- Equality Act 2010
- DFE Keeping Children Safe in Education 2022

