




## Antibullying Policy

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# 1. Aims

Our school aims to:

Accept bullying happens at our school because bullying hurts and no one deserves to be a victim of bullying.

Therefore, we aim to:

- Treat everyone with respect
- Recognise pupils who are bullying need to learn different ways of behaving
- Respond promptly and effectively to issues of bullying
- Produce a safe and secure environment where all can learn without anxiety or fear of bullying
- Provide a consistent response to any bullying incident that may occur

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities regarding the eradication of bullying in our school:

- All trustees, teaching and non-teaching staff, pupils and parents should understand what bullying is
- All trustees and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously, pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

We base our AIMS on our PRIDE Values:

- Pupils should be at PEACE with themselves and attempt to live in PEACE with others
- Pupils should RESPECT themselves by celebrating achievements and diversity as well as RESPECT others
- Pupils are encouraged to grow in confidence by learning INDEPENDENCE
- Pupils here are resilient, and we need to celebrate their DETERMINATION
- The Pupils at Hope House School are the ambassadors of justice, they challenge prejudice and value EQUALITY

# 2. Legislation and guidance

This policy understands how bullying is represented in the Department for Education's (DfE) statutory safeguarding guidance [Keeping Children Safe in Education 2024](#) , and its advice for schools on:

- [Teaching online safety in schools](#)
- [Preventing and tackling bullying](#) and [cyber-bullying: advice for headteachers and school staff](#)
- [Relationships and Sex education](#)

It also refers to the DfE's guidance on [protecting children from radicalisation](#).

It reflects existing legislation, including but not limited to the [Education Act 1996](#) (as amended), the [Education and Inspections Act 2006](#) and the [Equality Act 2010](#). In addition, it reflects the [Education Act 2011](#), which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils' electronic devices where they believe there is a 'good reason' to do so.

## Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage and is compliant with relevant equalities legislation.

This policy complies with our funding agreement and articles of association.

## 3. What is bullying?

Our definition of bullying is taken from the Anti-bullying Alliance:

**“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace”.**

[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/abadeinition-bullying](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/abadeinition-bullying)

Bullying involves an imbalance of power, is pre-meditated and usually forms a pattern of behaviour. Bullying is therefore:

- Deliberately upsetting
- Recurring, often over a period of time
- Difficult to stand up against It can take many forms, but the main types are:
  - Physical: pushing, kicking, hitting, punching or any use of violence
  - Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
  - Verbal: name calling, insulting, making offensive remarks
  - Racist: racial taunts, gestures • Sexual: unwanted physical contact or sexually abusive comments
  - Homophobic: because of, or focussing on the issue of sexuality
  - Cyber: using social media, emails, texts and phone calls to harass another person or to spread rumours
  - Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

As a specialist school, Hope House School is aware that, for some children and young people, because of their individual needs, their behaviour may be interpreted by others as bullying when it is not. However, just because of the individual needs of some of the pupils at Hope House School, this does not exempt them from being able to bully others and all pupils at Hope House School are encouraged to take responsibility for their actions and behaviours. Because of the individual need of pupils at Hope house School, they may become aggressive when a game is not being played the way they want, or they see another pupil not following the rules in the way they anticipated. They may become frustrated as they are unable to communicate how they feel, or they may feel 'left out' or insist another peer 'should be' their friend. The needs of each individual as well as the entirety of the incident needs to be carefully considered to adopt an approach that considers the best interest of the pupils themselves.

## 'Banter'

Bullying is often justified as being just banter. The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Something may start as banter, but some types of banter are bullying and need to be addressed as bullying. Hope House School will always take the child seriously if they believe they have been subjected to bullying and the use of 'it was only a joke' fitting in with banter will be seen as an aspect of bullying if this has caused hurt to another pupil.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

### **3.1 Prejudice related bullying under the Equality Act 2010 and Child-on-Child Bullying Keeping Children Safe in Education**

Bullying often takes place when someone is perceived to be different and that is used as a tool to exercise power over another.

It is against the law to discriminate against anyone because of:

- age
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, traveller heritage
- religion, belief or lack of religion/belief
- sex/gender
- sexual orientation
- being or becoming a trans person
- being married or in a civil partnership

These are the protected characteristics.

Hope House promotes fundamental British values and as such, we proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature.

We will record these types of bullying, even that which represents a one-off incident, making data available for monitoring purposes. Other vulnerable groups include:

- young carers
- looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms are taken seriously and dealt with appropriately.

### **3.2 Prejudice related language**

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are

perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different. Dismissing such language as 'banter' is not helpful as it is being used to mean inferior, bad, broken, or wrong. Hope House believes in using anti-discriminative and inclusive language, promoting equality as one of the core PRIDE values. As such, we will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. We will support children with their understanding of the language used and the impact it may have. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

### **3.3 Child-on-child abuse (Keeping Children Safe in Education)**

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2. Hope House School has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in the Child Protection and Safeguarding Policy, as appropriate. In particular, section 7.8 and 7.9 of this policy set out in more detail the school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

### **3.4 Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened to go out on their own
- doesn't want to go on the school/public bus

- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or has injuries e.g. bruising
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable • is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone

is nervous & jumpy when a cyber-message is received These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **3.5 Relational conflict and retaliation**

Hope House School provide regular in-depth discussions and lessons based on using ineffective responses following incidents of bullying, retaliation, or relational conflict such as, "It was just a joke!" or "I was using self-defence" or "They did it first". These are explored across school so that pupils are accountable for their responses and actions. Hope House strives to help pupils understand that we do make mistakes, but it is how we respond following an incident that counts. We promote the development of key social skills to try and restore friendships, show remorse as well as explore emotional empathy. We work with all pupils to promote the understanding of the difference between retaliating and appropriate defending.

### **3.6 What bullying is not**

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

- Mutual Conflict - In mutual conflict situations, there is an argument or disagreement between pupils but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem
- Single episode acts of nastiness or meanness, or random acts of aggression or intimidation - Single episodes of nastiness or physical aggression are not the same as bullying. If a pupil is verbally abused or pushed on one occasion, they are not being bullied

• Nastiness or physical aggression that is directed towards many different pupils is not the same as bullying. However, since we have a duty of care to provide a pupil with a safe and supportive school environment, single episodes of nastiness or physical aggression should not be ignored or condoned

## 4 Procedures

All reported incidents will be taken seriously and investigated involving all parties. All staff are aware of and follow the same procedures.

1. An incident of bullying or conflict is reported to or identified by an adult in school.
2. A detailed incident record is filled in on CPOMS and passed on verbally to DSL & DDSL.
3. All information of the record will be reviewed by DSL & DDSL via CPOMS.
4. Suitable outcomes/solutions will be decided upon.
5. The most appropriate member staff is encouraged to discuss the incident with parents/carers following discussions in school about the response outcome (solution).

Examples of responses (depending on incident):

- Interviewing all parties including target/s, ringleader/s and other roles involved. (Consider the context of individual cases including any protected characteristics for target and alleged bully and how this may influence any actions taken).
- A conversation or meeting with Parent/carers.
- Use of follow-up responses and support, appropriate to the situation for all involved such as: solution focused, self-esteem work, whole class PFA (Preparing for Adulthood) lessons, restorative approaches, circle of friends, peer support/mediation, individual work with 'targets, perpetrators, outsiders and others' affected by the bullying, referral to outside agency.
- Implementing appropriate sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out the message that bullying is unacceptable and taken seriously at Hope House School (For example, short suspension, withdrawn from some playtimes, restorative work, buddy intervention, lunchtime reflection, apology work.
- Given the individual needs of our pupils, responses may also vary according to the type of bullying and other agencies involved, such as seeking advice from the educational psychologists or a child's social worker.
- All reported incidents are followed up, keeping in touch with the person who reported the situation and parents/carers to check the effectiveness of actions and reassess if necessary. Some incidents may require the Designation Safeguard Lead to be informed if there are any safeguarding issues to consider. Referral may be made to MASH. All bullying incidents will be recorded on CPOMS by the member of staff who dealt with the incident.

Data will be monitored by the Pastoral Team, Senior Leadership & Head Teacher. Hope House School has a clear complaints procedure for parents/carers who are not satisfied with the school actions. All communication regarding complaints about bullying incidents will be recorded on CPOMS. Termly incident updates will be shared with Trustees or through the Headteacher report. Prejudice related incidents will be recorded by school to inform planning for interventions. Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings. This information will be stored in accordance with GDPR and presented to the Trustees as part of the annual report. The policy will be reviewed on an annual basis.

## 5 Curriculum

Pupils are taught about safe relationships, friendships, bullying and about online safety as part of the curriculum. It is also taken from the [guidance on relationships education, relationships and sex education \(RSE\) and health education](#).



All schools have to teach:

- [Relationships education and health education](#) in primary schools
- [Relationships and sex education and health education](#) in secondary schools

In **Key Stage 1**, pupils will be taught to:

- Use technology safely and respectfully, keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Pupils in **Key Stage 2** will be taught to:

- Use technology safely, respectfully and responsibly
- Recognise acceptable and unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

By the **end of the primary phase**, pupils will know:

- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

In **Key Stage 3**, pupils will be taught to:

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy
- Recognise inappropriate content, contact and conduct, and know how to report concerns

Pupils in **Key Stage 4** will be taught:

- To understand how changes in technology affect safety, including new ways to protect their online privacy and identity
- How to report a range of concerns

By the **end of the secondary phase**, pupils will know:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them

- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

The safe use of social media and the internet will also be covered in other subjects where relevant.

Where necessary, teaching about safeguarding, including online safety, will be adapted for vulnerable children, victims of abuse and some pupils with SEND.

## 6 Prevention

As part of our ongoing commitment to the safety and welfare of our pupils we at Hope House School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- We actively promote the celebration of difference and diversity as part of our core PRIDE values
- Termly whole school lessons to recap our 'All Together' approaches and ethos in school
- Anti-Bullying week annually in November and Children's Mental Health Week and Safer Internet Days, both in February.
- PfA lessons with a focus on British Values work as well as specific retaliation/self-defence/defending/tell someone/safety first; charity work and cross curriculum themes including work on challenging prejudice-related language and behaviour; challenging unconscious bias.
- Celebration events
- Concepts and big questions used to drive our curriculum subjects
- Meaningful texts used in English to explore different topics and real-life events.
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Pupil voice, such as the PRIDE Force
- Other pupil lead initiatives – decided upon by pupil voice groups.
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- We ensure that images and materials used reflect all groups in British society
- Open and honest reporting systems in class and across school • Support programmes for vulnerable people or groups involved in bullying
- Mediation or restorative sessions
- One to one work and small peer group mediation work with support

- Support for parents/carers
- Appropriate parent information resources shared
- Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities.
- Staff training around curriculum delivery of PfA related areas
- Encouraging all staff to model expected behaviour.
- Staffroom training to recap how to respond to and record incidents.
- Anti-bullying Alliance online training modules for all staff.
- Other supportive policies (such as the Behaviour Policy, Codes of Conduct, Child Protection and Safeguarding Policy).
- Strategies to prevent bullying as part of a whole school structured PfA programme
- A formal Complaints' Procedure to make a complaint if families are not happy with the school's response

## **7 Roles and Responsibilities**

### **7.1 The role of Parents/ Carers 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 key worker or Area Coordinator immediately.

Parents have the responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **7.2 The role of the Staff**

Staff take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. Incidents are reported to a senior member of staff. The staff ensures that all pupils know that bullying is wrong, and that it is unacceptable behaviour in this school. The staff draws the attention of children to this fact at suitable moments. If staff become aware of an act of bullying, they do all they can to support the child who is being bullied. The member of staff will deal with the incident immediately. A clear account of the incident will be recorded on CPOMS.

### **7.3 The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the Trustee Board about the effectiveness of the anti-bullying policy. The Headteacher, whole staff and Trustees set the school climate of mutual support and praise for success. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. The Headteacher is responsible for ensuring that parents are made aware of the policy. The Headteacher is also responsible as DSL for monitoring cases and ensuring outside agencies are referred to, if appropriate.

### **The role of Trustees**

- Trustees support the Headteacher in all attempts to eliminate bullying from the school. This policy statement makes it very clear that Trustees does not allow bullying to take place in the school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

- Trustees review the effectiveness of the policy regularly
- Trustees require the Headteacher to keep accurate records of all incidents of bullying and to report to trustees on request about the effectiveness of school anti-bullying strategies
- Trustees becomes involved if parents complain that procedures have not been followed fairly or correctly

## 8. Policy Development

This policy has been developed in consultation with parents, pupils, staff and trustees.

## 9. Monitoring arrangements

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the trustee board.

## 10. Useful Organisations

Anti-bullying Alliance (ABA) - [www.anti-bullying.org](http://www.anti-bullying.org)

The Autism ToolBox - [www.autismtoolbox.co.uk](http://www.autismtoolbox.co.uk)

Beatbullying - [www.beatbullying.org.uk](http://www.beatbullying.org.uk) Bullying UK - [www.bullying.co.uk](http://www.bullying.co.uk)

Childnet International - [www.childnet-int.org](http://www.childnet-int.org)

Educational Action Challenging Homophobia (EACH) - [www.eachaction.org.uk](http://www.eachaction.org.uk)

Mencap – [www.mencap.org](http://www.mencap.org) Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers. [www.mencap.org.uk](http://www.mencap.org.uk)

National Autistic Society - [www.autism.org.uk](http://www.autism.org.uk)

Stonewall - [www.stonewall.org.uk](http://www.stonewall.org.uk) School's Out - [www.schools-NSPCC](http://www.schools-NSPCC)