



Anti-Bullying Policy

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Head teacher:	Jim Roberts
Chair of governors':	Paul Williams

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Our Shared Values



We are ASPIRATIONAL

We listen, think, join in, work hard and take responsibility for making the most of our abilities



We are RESPECTFUL

We are considerate and act with respect and acceptance of all.



We are PROUD

We celebrate and share our own and others' success.



We are CONNECTED

We are proud to value diversity and support the global community through communication and technology.



We are COLLABORATIVE

We encourage the active involvement of students, staff, parents, carers and the wider community in the life of our school.



We are RESPONSIBLE

We value independence take responsibility for making sure our school is a safe, supportive and friendly.



This policy has been co-authored with students from our Equalities Groups and Student Leaders. Their honesty, insight, and commitment to tackling bully and prejudicial incidents has been invaluable in creating a policy that is rooted in the student experience and reflects the needs of our community.

1.2. Purpose of the anti-bullying policy:

This policy seeks to:

- Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement;
- Ensure staff, parents, carers, and students work together to ensure a safe learning environment for all and to safeguard *students* who experience bullying;
- Prevent, de-escalate and or stop any continuation of harmful behaviour;
- Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way;
- Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next;
- Ensure those using bullying behaviour are supported to change their behaviour;
- Outline the consequences including sanctions for those who bullying;
- Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief;
- Encourage students to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.
- Use Attachment Aware and Trauma Informed approaches.

2. Definitions

2.1. Bullying

In our school we use the definition of bullying outlined by the Anti-Bullying Alliance:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

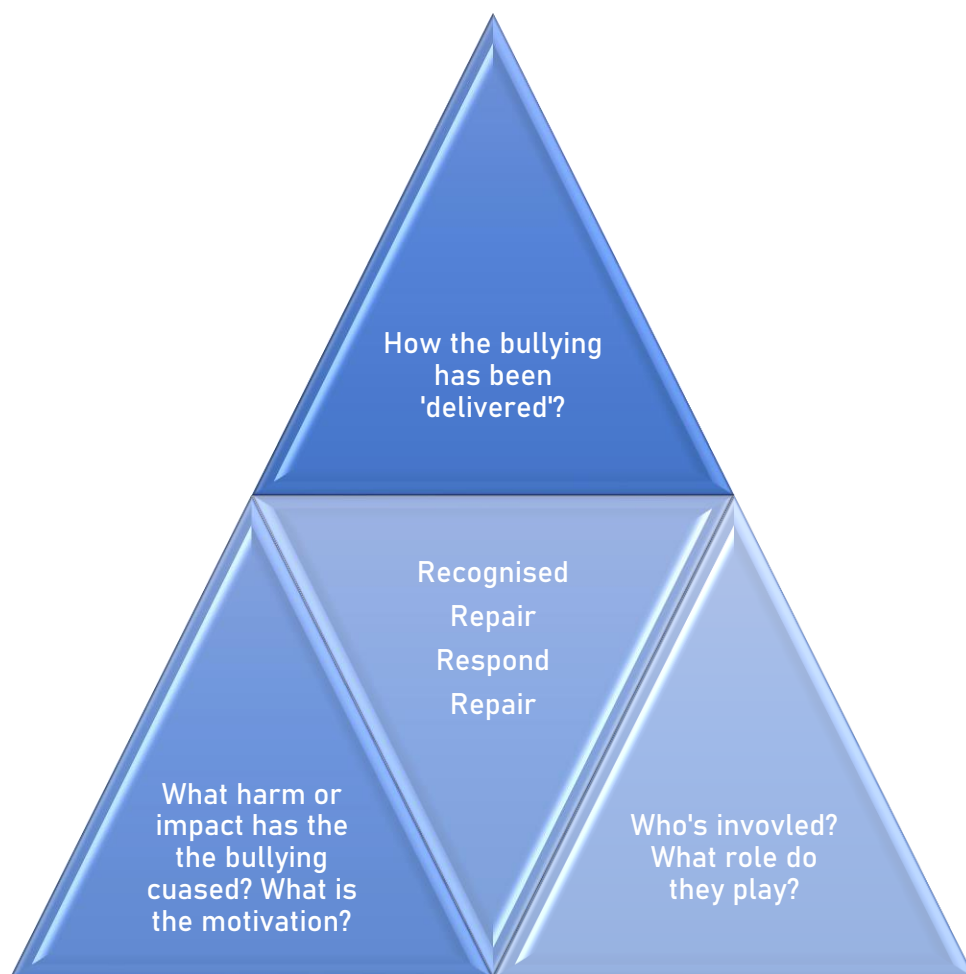
(Anti-Bullying Alliance, <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition>)

Bullying is not one-off acts of aggression or nastiness, such behaviours if repeated, however, may be viewed as bullying. In this policy and in our anti-bullying work we try to avoid referring to bullies and victims as these label students in unhelpful ways.

We recognise that adults can use bullying behaviour and that adults can be bullied by students. This policy covers all bullying involving students. If an adult feels they are being bullied by another adult member of the community they are referred to our Staff Handbook.

2.2. Investigative Model – What/How/Who

We can think about bullying has having three key factors that we need to consider when investigating bullying:



This model helps us manage our responses to bullying and is the foundation of this policy.

3. Roles: Who is involved? What role do they play?

Research undertaken in Finland by Christina Salmivalli (1996) gave us a greater understanding of the roles involved in bullying. It showed that the traditional view of bullying where there is a 'victim' and a 'bully' was much more complicated. Bullying rarely takes place between a 'victim' and a 'bully' alone. It tends to be a group behaviour. Others can have a significant influence on the outcomes of behaviours among children and young people intentionally or otherwise.

Bullying as a group behaviour



The ringleader – Starting and leading the bullying but not always the person 'doing' the bullying.

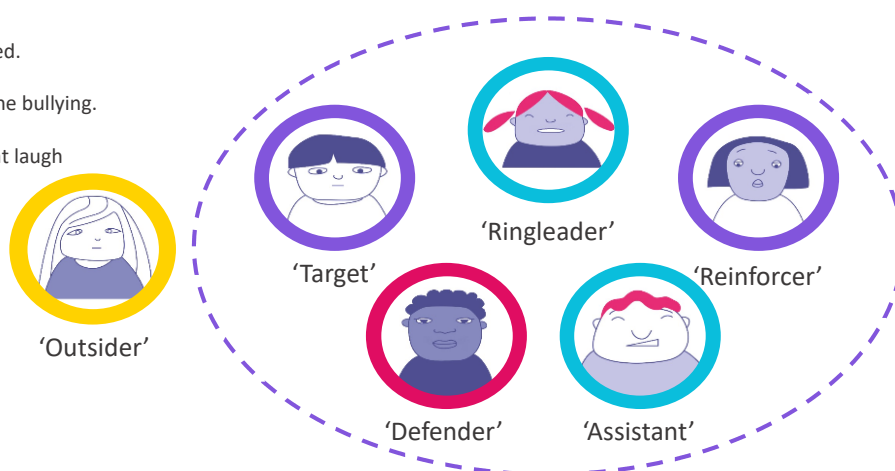
The target - The person who is being bullied.

Assistant(s) - Actively involved in 'doing' the bullying.

Reinforcer(s) - Supports the bullying, might laugh or encourage other people to carry on what is going on.

Defender(s) - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

Outsider(s) - Ignores any bullying and doesn't want to get involved.



Anti-Bullying Alliance, 2021, <https://anti-bullyingalliance.org.uk>

Bullying rarely takes place between a 'victim' and a 'bully' alone. It tends to be a group behaviour. Others can have a significant influence on the outcomes of behaviours among children and young people intentionally or otherwise.

In dealing with incidents of bullying we will consider the dynamics of any groups involved. We will address the behaviour and actions of 'reinforcers' through reflective and restorative approaches.

Students will be taught through our work to prevent bullying the value and importance of 'upstanding', as often the victim is likely to need support to speak out about what's happening.

We participate in the Council's annual Safe and Well School Survey and in this *students* report that Name calling & teasing is the most common form of bullying.

3.1. Bullying & Vulnerable Students

Some children & young people are more likely to experience bullying. For example:

- Students with SEND;
- Pupil Premium;
- Looked After Young People (LAC), Children Previously in Care (CPC), & Children with a Social Worker (CSW);

- Students with English as additional language (EAL);
- LGBTQ+ young people;
- we also recognised that some students are more vulnerable to race or faith-based bullying.

These groups are monitored within our reporting. More information about how some of these groups are supported in school can be found within our Equalities Policy.

Some students may not realise they are being bullied because of their age or special educational need. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying is considered a possibility and will be investigated. Therefore, like other safeguarding issues staff aim not wait to be told of bullying to raise their concerns. We are also aware that some groups of pupils / students may find it harder to report bullying than others. For example, a black student might feel that reporting racism will put their friendship group at risk or lesbian, gay, bisexual or transgender student might fear that reporting of bullying might cause staff to ask questions or make assumptions about their sexual orientation or gender identity. Wherever possible and appropriate we will involve those who are experiencing bullying in finding the solutions.

Staff must also be aware of those students who may for a range of reasons be more likely to use bullying behaviour towards others and should intervene early to prevent this.

The Safe and Well School Survey shows an overlap between the groups of pupils and students who report being bullied and those who report bullying. Therefore, working with all those involved in bullying incidents is crucial.

3.2. Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both students and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Students will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils / students may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but students will try to resolve the problem and will want to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power when a group acts against an individual for example.

4. Bully & Harm: What harm has been caused?

Most important to remember that bullying is a barrier to learning, can seriously affect victim's mental health and can change the way they feel about themselves well into their adulthood.

Research shows that the long-term impact of bullying on a victim greatly increases if the bullying continues over a long period of time.

4.1. Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

We record these forms of prejudiced based bullying by their type and report on them to the local authority. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are others groups of children and young people who may be vulnerable to bullying including children in care, young carers or those with mental health issues.

4.2. Prejudiced based / Hate Incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

One-off incidents are not bullying, however we record prejudiced based incidents identified using the above definition as we recognise the impact they can have and understand one-off incidents could be an indicator of bullying behaviours or contribute to an environment where bullying could happen.

5. How the bullying has been 'delivered'? (Method)

Bullying can take many forms:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

When moving forward with bullying incidents into **Repair**, the form/s in which the bullying has been delivered should be carefully considered in order to prevent further bullying taking place. For example, if bullying is happening on the school field, extra staff should be directed for duties there.

5.1. Online Bullying

Online bullying (often referred to as cyberbullying) is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles. There are some things that make online bullying different to 'traditional' bullying:

- 24-7 nature - the nature of online activity means you can be in contact at any time.
- There is the potential for a wider audience and bullying incidents can stay online, for example: a photo that you can't remove
- Evidence - a lot of online bullying incidents allow those experiencing it to keep evidence - for example, take a screen shot - to show to school staff or police if needed.
- Potential to hide your identity - it is possible to hide your identity online which can make online bullying incidents very scary
- Degree of separation - people who cyberbully often don't see the reaction of those experiencing it so it can sometimes be harder for them to see the impact of their action

We recognise online bullying as an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. We recognise that cyberbullying can have a particularly negative impact because it can invade home and personal space. There are also challenges for example 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.

We are unable to access messages sent on social media (for example, Tiktok, Instagram, Snap Chat, Facebook), messenger services (for example, What's App, iMessage, FB Messenger), and online games or gaming channels. Our school internet firewall means that students cannot access these apps or games school, unless a VPN is used (See Acceptable Use Policy)

We recognised that students may be allowed to use these apps and games outside of school but would encourage parents and carers to talk their young person regularly about staying safe online. More information about supporting young people online can be found here - [Homepage - UK Safer Internet Centre](#)

Students are taught about online responsibility and safety through our PHSE curriculum, iPad rollouts and computing lessons. This includes work on out to report online abuse and how to be positive online.

5.2. Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a students' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying outside of school as far as we are able to. We will sometimes seek support from the Police and other support agencies, such the Front Door for Families.

6. Our strategies for responding to bullying behaviour – a whole school approach

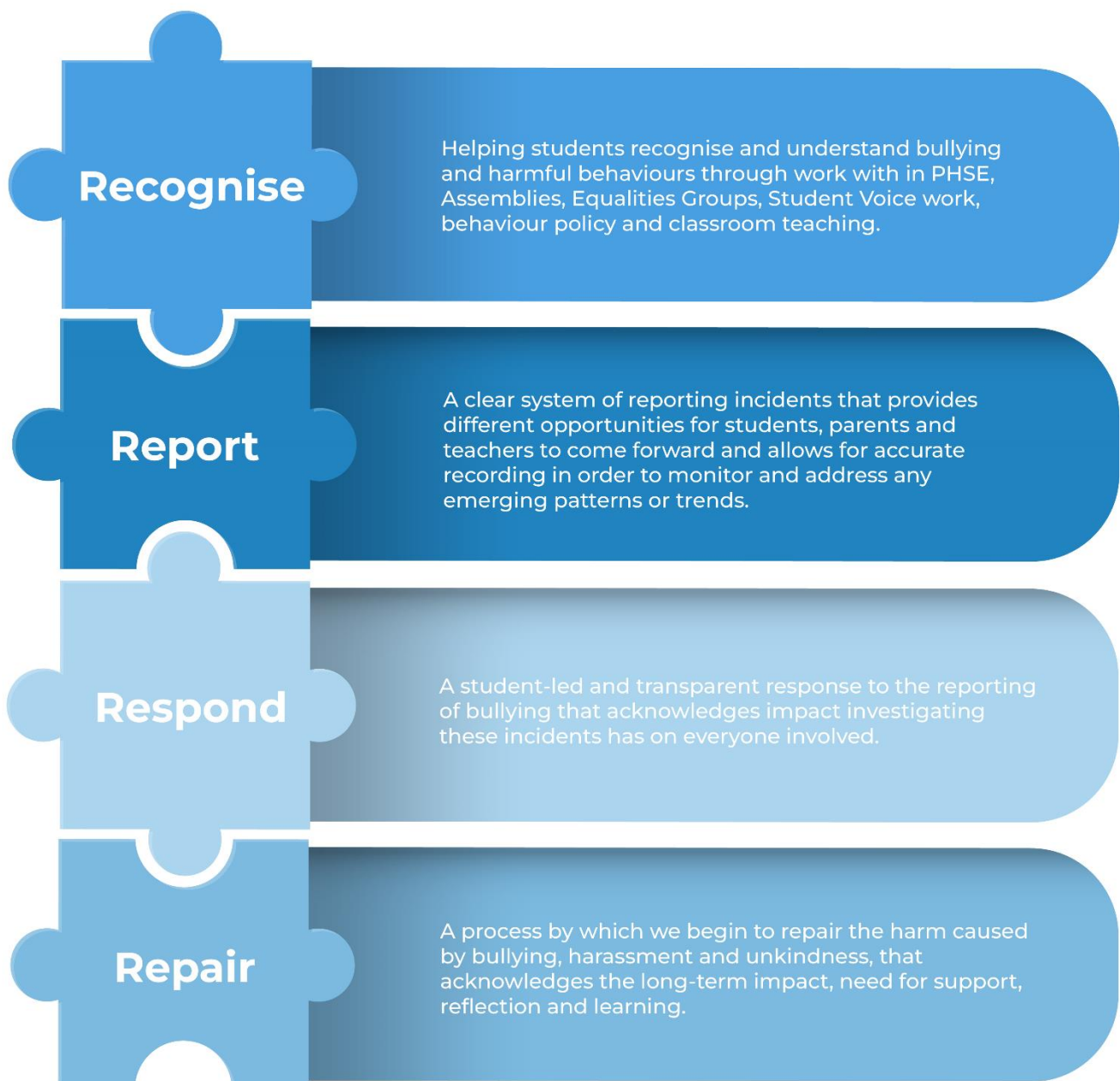
We understand that reporting incidents and bullying can be hard for students. In workshops, students repeatedly told us that the fear and worrying about what might happen after reporting an incident often prevents them from doing so. We acknowledge these difficulties and accept that we have to do more to support students to report any harmful or hurtful behaviour.

The other barriers to reporting harmful or hurtful behaviour students talked about were:

- Being called a 'snitch'
- Getting bullied more for telling
- That nothing will happen

Our whole school strategy for addressing bullying and harmful behaviours aims to take into account the concerns of students by providing an easy-to-understand model that gives them ownership over the reporting and resolutions of incidents.

Our anti-bullying strategy is divided in 4 key areas:



6.1. Recognise (Preventing Bullying)

Our work on preventing incidents of bullying and harm is part of a holistic approach that aims to create a safe and respectful environment in which students can not only learn but thrive. This means that our work on preventing anti-bullying can be also seen in our PHSE Policy, Safeguarding policy, Behaviour Policy, and Equalities Policy.

We know that students who have a strong sense of belonging and feel valued as part of the school community are less likely to fall below our expectations on behaviour and respect. Our work to include every student and create a **collaborative** school begins with our Year 6-7 transition package, where we meet with Primary schools, students and parents to support to feel part of Hove Park and build effective relationships with staff, the school and other students. There is a continued emphasis on belonging at Hove Park through LFL and Check-In sessions, Equalities Groups, our uniform policy and Every Child Should policy, which provide all students with opportunities to take part on extracurricular activities such as Project Days, trips, sport teams, after school clubs, Peer Mentoring and the Duke of Edinburgh Award to name a few. Essentially our starting point for preventing bullying is to support everyone to be an important part of our school.

We want students to be able to effectively **recognise** unkind, harmful, intimidating and bullying behaviours when they happen so they can either safely seek support to resolve and repair these situations or evaluate their own actions. Work on this will mainly be delivered through our PHSE curriculum which includes units on safety (on and offline), friendships, consent, mental health, equalities, peer influence and healthy relationships. Assemblies will also frequently pick up on themes that support work on anti-bullying through discussion on our school values, diversity and discrete sessions on anti-bullying.

This is a list of strategies that illustrates some of our on-going work to help students recognise what bullying is. This list is not extensive and is continuously being evaluated and added to:

- *The values of belonging, diversity and respect are promoted within our school values, across the school day and the in our curriculum, and within our expectation (Me, My School, My Community).*
- *We have Student led Equalities Groups in each year group that promote equality in our community and feedback to staff on how we can best improve our work on this*
- *PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others.*
- *PSHE education lessons are used to develop understanding of safety and how to stay safe*
- *E-safety is taught across the curriculum and through assemblies and visual reminders around the school community*
- *PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying*
- *Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting*
- *The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month, LGBT History Month, International Women's Day, Refugee Awareness Week, Neurodiversity and Autism Awareness etc.*
- *PHSE, LFL and Check-Ins provide opportunities for dealing with issues that have arisen in the class and wider and a time to reflect*
- *Student Leadership provides a forum for discussing any bullying issues and for the students to decide ways of preventing it and supporting those who are bullied.*
- *We regularly survey students through the Safe and Well School Survey and our own school survey and use this to inform developments*

- *Local organisations such as Allsorts Youth Project, Safety Net, and Albion in the Community are used to support our anti-bullying work by for example talking about the impact of prejudiced based bullying*

6.1.1 Staff training


All staff new to the school receive a copy of this policy. There is at least one annual training for all school staff on one aspect of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour including cyber-bullying and are trained to identify, record, report and challenge prejudiced based bullying and incidents. We recognise that staff training is often needed to develop a full understanding of how bullying can affect specific groups of *students* and we access this from specialist services including for example Allsorts Youth Project.

6.2. Report

We understand that **reporting** incidents and bullying can be hard for students. In workshops, students repeatedly told us that the fear and worry about what might happen after reporting an incident often prevents them from doing so. We acknowledge these difficulties and have implemented a multifaceted approach to reporting bullying that give students the ability

Everyone in has an important part in **recognising** and harmful incidents, and therefore everyone has **responsibility** to **report** incidents too.

There are different ways students, parents and teachers can report bullying:

Students	<p>Can report incidents in person to:</p> <ul style="list-style-type: none"> • Any teacher • Tutor • Year Team Office • Member of staff on duty • Head of Campus <p>Student can also report incidents and safeguarding concerns via Safe Space: https://forms.office.com/r/pyTayPA4Yb</p> <p>This is an online form that can be filled in either at school or at home.</p>	 <p>The image shows a circular logo with the text 'MENTAL HEALTH & WELLBEING' around the perimeter. In the center of the logo is a QR code. Above the QR code, the words 'Safe Space' are written in a white, sans-serif font.</p>
Parents & Carers	<p>Parents & carers can:</p> <ul style="list-style-type: none"> • Email their child's tutor • Email or call the Year office • Email or meet with the Head of Campus 	
Teacher	<ul style="list-style-type: none"> • Teachers should report one off incidents, prejudicial incidents and bullying to CPOMS 	

6.3. Respond

Once an incident has been **reported**, through any the channels above, the Head of Campus and/or Year Teams will allocate a lead person to respond to the claim. The lead person will be responsible for the **response** and coordinating how we **repair** the harm caused. The will meet with the person or persons reporting the incidents and make a response plan.

It is important students have confidence in what will happen next. When a student, parent or carer speaks out about bullying:

- they will be listened to
- their concerns will be taken seriously
- the matters will be investigated
- together we will find a way to tackle it
- someone will be there to help and support them
- They will be kept informed of any investigation throughout

The person that leads the response will investigate the report by do the following.

- Speak with the person targeted for bullying and involving them in what they would like to happen next
- Speak to the student(s) / person carrying out the bullying behaviour and find out their perspectives
- Find witnesses to explain what they saw
- Contact and involve the parents and carers of those targeted and the parents and carers of those doing the bullying
- Where appropriate viewing screenshots online of online conversations, photographs or video footage including CCTV.

It's important to note that that there may be limiting factors in investigating incidents that take place, especially those that happen outside or online. Where bullying behaviour is denied and evidence is hard to find those involved will be closely observed and monitored. The student saying they are being bullied will be asked to record and report any incidents which cause them concern.

Once the incident has been **responded** to, the lead will make a **repair** plan with those involved.

6.4. Repair

We understand that incidents that have emotionally or physically hurt or harmed another person and bullying are difficult to process. Our aim is to develop a plan to help all involved **repair** and confidently move on with those who have been impacted, this could be the person who reported the incident, person/s who have been affected and the person/s who have caused the hurt.

We will firstly recognise the need to support anyone who has been affected with both clear and practical strategies, and ongoing emotional support. These could include:

- Alerting and involving parents and carers
- Sharing concerns with classroom teachers about strategies to support the student/s
- Identified areas to use at break and lunches for a set number of days
- Monitor and check-ins from the Year Team for a set period of time
- Discussion at Pastoral Triage
- Referral to the Wellbeing Team where appropriate
- Referral for SEN support where appropriate

- Referral to Front Door for Families where appropriate
- Identification of buddies, mentors and role models in school
- Class moves offered where appropriate
- Small group work dependant on availability and current offers

As a school we are committed to ensure that those who have used bullying behaviours and understand the impact of this and the unacceptability of bullying inside school and wider.

Restorative conversations can be an extremely positive way of helping everyone involved repair and move forwards. This is likely to work well where harm has been caused unintentionally or there is clear assertion to repair from those who have caused harm or used bullying behaviours. When appropriate and with the agreement of all parties we will support restorative conversations to encourage those involved to take **responsibility** for and more amends for their actions.

Sanctions may also be used to help those who have used bullying behaviours to reflect on the harm caused and provide clear messages about our expectations for behaviour in school for some students. Sanctions by themselves are unlikely to change bullying behaviour but sanctions in line with our school values of **responsibly** and the school's Behaviour Policy will be used where appropriate. These might include:

- Official warnings to cease offending or withdrawal of certain school privileges
- Detention
- Exclusion from certain areas of premises
- Isolation
- Suspension

Parents and carers of those involved will be informed of any action taken.

We also acknowledge that the student doing the bullying needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying. This is an important part of **repairing** the hurt caused. Year Teams are well placed to monitor and support students who have been involved in bullying behaviours and could implement support to prevent further bullying behaviours, these could include:

- Positive reports and liaison with classroom teachers about strategies to support the student/s
- Discussion at Pastoral Triage
- Referral to the Wellbeing Team where appropriate
- Referral for SEN support where appropriate
- Referral to Front Door for Families where appropriate
- Identification of buddies, mentors and role models in school
- Class moves
- Small group work dependant on availability and current offers

We will signpost parents and carers impacted to where they can access support locally.

7. Recording bullying

All incidents of bullying must be recorded on CPOMS, following the procedure below:

- The report should be logged under the victim/targets name;
- A detailed account should be recorded in the 'Incident' free text section;
- The report **must** link the 'perpetrators/ringleaders' and 'assistances/reinforcers';
- The report **must** be marked as 'Bullying – multiple incidents';
- The report **must** flag where and how the bullying took place i.e. 'online' – this could be more one location or bullying method;
- The report **must** flag any motivation, harm or prejudicial impact i.e. 'Transphobic' – this could be more than one area of harm.
- Respond and Repair should be captured in the actions, and not as new CPOMS log.

Categories

☐ Attendance ☐ Concern ☐ Contact With ☐ DSL TEAM ☒ Impact of Bullying/Prejudicial ☒ Incident/Bullying - Who, How, Where

☐ Medical ☐ Meeting ☐ Pastoral Triage ☐ Safeguarding ☐ SEN + EAL ☐ Wellbeing

Impact of Bullying/Prejudicial Subcategories

☐ Disability ☐ Emotional ☐ Gender based/Sexist ☐ Harmful Sexual Behaviour ☐ Homophobic ☐ Physical ☐ Racial/Racist

☐ Religious ☐ Sexual ☐ Transphobic

Incident/Bullying - Who, How, Where Subcategories

☐ Bullying (multiple, targeted incidents) ☐ Emotional ☐ Incident - one off ☐ Incident in the community ☐ Indirect ☐ Nevill Campus Inside

☐ Nevill Campus Outdoors ☐ Online/Cyber ☐ Out of School - Private Place ☐ Out of School - Public Place ☐ Physical

☐ Ring leader/Perpetrator ☐ Sexual ☐ Target/Victim ☐ Valley Campus - inside ☐ Valley Campus - outdoors ☐ Verbal ☐ Witness

7.1. Recording single incidents

Isolated incidents should also be recorded in the same way as bullying incidents but clearly flagged as 'Incident – one off'.

8. Monitoring and Student Feedback

Reports of bullying are monitored for trends, themes, and patterns. These are reviewed by the Safeguarding Team with support from senior leaders, the PHSE Lead and on occasion external agencies in order to respond to the emerging or current needs.

We also monitor experiences of bullying via our annual stakeholder surveys. The Student Voice Survey direct ask questions around bullying behaviours, equalities and how safe students feel at school.

9. Head teacher and governors

- Reports of bullying and prejudiced incidents will be made by the Head teacher / Senior Teacher to the governing body
- The Head teacher / Senior Teacher will also report on the Safe and Well School Survey
- The Head teacher and the governing body will monitor the effectiveness of this policy in discussion with the School Council and the staff in school and will be involved in any unresolved concerns raised by *pupils / students* or parents and carers about bullying in the school community.

10.Complaints

If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaint policy. This can be found on the school website: [Policies | Hove Park School](#)

11.References

Anti-Bullying Guidance and Advice - Brighton & Hove City Council - [Resources | Page | SLA Online \(sla-online.co.uk\)](#)

Anti-Bullying Alliance - [Anti-Bullying Alliance](#)

Guidance Preventing bullying - [Preventing bullying - GOV.UK \(www.gov.uk\)](#)

12.Linked Policies

Equalities – [Policies | Hove Park School](#)

Behaviour – [Policies | Hove Park School](#)

Mental Health and Wellbeing – [Policies | Hove Park School](#)

Dignity at Work/Staff Handbook - [Policies | Hove Park School](#)

IT/Acceptable Use Policy – [Policies | Hove Park School](#)