



**HILTON**  
SPENCER ACADEMY

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# Anti- Bullying Policy

Updated: April 2024

Next update: April 2026

# Anti-bullying Policy for HSA

This policy is based on DfE guidance [\*“Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”\*](#), July 2017 and it is recommended that schools read this guidance.

## 1. Statement of Intent

Our strap-line at Hilton Spencer Academy is **HAPPY, PROUD, SUCCESSFUL**. We believe that safeguarding is everyone’s responsibility – this includes the prevention of bullying and, where this has occurred, tackling bullying.

This policy outlines what Hilton Spencer Academy will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated. We work actively with parents/carers and other settings actively to promote a shared approach to children’s safety and well-being.

## 2. Our School Community:

- Discusses, monitors and reviews our anti-bullying policy and practice on an annual basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

### In our School Community:

- Everyone has the right to be treated with respect.
- Everyone has the right to feel happy and safe.
- No-one deserves to be a target of bullying.

This is reflected in our one school rule:

“Respect yourself, respect others and respect our school.”

## 3. Definition of Bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying is therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult for victims to defend themselves against.

At Hilton Spencer Academy this is considered to be unacceptable behaviour. Children are made familiar with the STOP acronym to help them identify bullying behaviour.

Several

Times

On

Purpose

**Bullying is not:**

- *When two pupils of equal power or strength have an occasional fight or quarrel*
- *A 'one off' incident*

Types of Bullying Behaviour

Bullying behaviour can take many forms:

- Physical – pushing, kicking, hitting, or any use of violence and taking another's belongings.
- Emotional – being unfriendly, tormenting, threatening behaviour.
- Verbal – name calling, insulting, making offensive remarks.
- Sexual – unwanted physical contact, inappropriate touching, exposure to inappropriate films etc.
- Online & Cyberbullying – text messages & calls, instant messenger services, social network sites, email, images/videos posted on the internet or spread via mobile phones.
- Indirect – exclusion from social groups/isolation, being made the subject of hurtful and untruthful rumours.

Bullying is not confined to the school premises. It can happen outside of school, on the journey to and from school, in the local community, on residential trips and cyberspace. As a school, we acknowledge our responsibilities to support families if bullying occurs off the premises. ***“Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only). This includes bullying that happens anywhere off the school premises, eg on public transport or in a town centre.” (DfE)***

In particular the increasing use of digital technology and the internet has provided new and particularly intrusive ways for individuals to be targeted.

**“Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself” (Smith, P.K., et al)**

Unlike other forms of bullying, cyber bullying can follow children and young people into their private spaces and outside school hours. Research by the Anti-Bullying Alliance from Goldsmiths College, University of London, identifies seven categories of cyber bullying:

- 1) *Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.*
- 2) *Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and shaming physical attacks.*
- 3) *Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.*
- 4) *Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.*
- 5) *Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.*

- 6) *Bullying through instant messaging (IM) is an Internet based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations on line.*
- 7) *Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.*

(Please also make reference to the school's ICT Internet Safety Policy)

#### 4. Forms of Bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.\*
- Bullying related to SEND (Special Educational Needs or Disability).\*
- Bullying related to appearance or physical/mental health conditions.<sup>1</sup>
- Bullying related to sexual orientation (homophobic and biphobic bullying).\*
- Bullying of young carers, children in care or otherwise related to home circumstances.<sup>1</sup>
- Sexist, sexual and transphobic bullying.\*
- Bullying via technology –“cyberbullying”

\*Under the Equalities Act 2010 it is against the law to discriminate against any one for these 'Protected Characteristics.'

<sup>1</sup> These are other identified vulnerable groups. Although these do not currently receive protection under the Equality Act 2010 and therefore not 'Protected Characteristics', bullying for these reasons is just as serious.

#### 5. Preventing and Responding to Bullying

We foster a clear understanding that bullying, in any form, is unacceptable believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

The school community will:

| Preventing Bullying                                                                                                                                    | Responding to Bullying                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Be integral in developing, reviewing and updating our policy (this includes the child friendly version too).                                           | Work with staff and outside agencies to identify all forms of prejudice-driven bullying.                         |
| Create a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.                           | Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.        |
| Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all. | Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others. |
| Preventing Bullying                                                                                                                                    | Responding to Bullying                                                                                           |

|                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use a variety of methods to support children in preventing and understanding the consequences of bullying through the “STOP” buddy system, class assemblies, circle time, PSHCE Curriculum, the school vision, assembly themes, Anti-Bullying and E-Safety weeks, School Council, Worry Boxes and the use of “safe spaces” including Friendship Stops and Buddy Benches. |                                                                                                                                                                                                                                                                                       |
| Invite representatives from all aspects of the school community to share any issues and concerns at regular anti-bullying interest group meetings.                                                                                                                                                                                                                       | Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents). |
| Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience                                                                                                                                                                                                                                                     | Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.                                                                                                                                                                            |
| Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.                                                                                                                                                    | Work with other agencies and the wider school community to prevent and tackle concerns.                                                                                                                                                                                               |
| Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.                                                                                                                                                                 |                                                                                                                                                                                                                                                                                       |
| Proactively gather and record concerns and intelligence about bullying incidents and issues, via CPOMS, so as to effectively develop strategies to prevent bullying from occurring.                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                       |
| Actively create “safe spaces” (including Ocean Retreat) for vulnerable children and young people.                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                       |
| Celebrate difference, success and achievements to promote and build a positive school ethos.                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                       |

## 6. Reporting Bullying

### 6.1 Advice to Pupils

In our school, pupils understand that they have the right to feel and be safe. They are encouraged to talk and share with others when they are unhappy or have concerns. Our children will be made familiar with the new STOP 2 acronym:

Start  
Telling  
Other  
People

We provide a number of ways for them to do this. For example:

- Speaking to a trusted adult.
- Speaking to their class teacher or TA.
- Share concerns with members of the Friendship Patrol or STOP teams.
- Each class has a 'worry box or worry monster' where children can report their concerns if they do not feel confident speaking to an adult.
- Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.
- Parents/Carers are also encouraged to report concerns and bullying to class teachers in the first instance.
- Use of a form on the school website 'Ban the Bully.'

## 6.2 Advice to Parents/Carers

As the parent of a child whom you suspect is being bullied:

- Report bullying incidents to the class teacher so that the situation can be monitored carefully.
- In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

**It is important to remember that all members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.**

Do Not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
- Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve and cause distress to the pupils involved.

## 7. Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached

- A clear and precise account of the incident will be recorded on CPOMS and therefore shared with the head teacher and/or designated lead
- The head teacher/ designated lead will interview all concerned and will record the incident on CPOMS
- Teachers will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted.

## 7.1 Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher 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.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and 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
- Providing peer support from anti-bullying 'buddies'
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

## 7.2 Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher

- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the school's official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action.

## 8. Involvement of Pupils

**We will:**

- 8.1 Regularly canvas children and young people's views on the extent and nature of bullying.
- 8.2 Ensure that all pupils know how to express worries and anxieties about bullying.
- 8.3 Oversee a peer-led anti-bullying team wherein children are trained to act as friendship buddies at playtimes and lunchtimes.
- 8.4 Make child-friendly anti-bullying policies available to all children in leaflet form and on the school website.
- 8.5 Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- 8.6 Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- 8.7 Publicise the details of help lines and websites.
- 8.8 Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## 9. Liaison with Parents and Carers

**We will:**

- 9.1 Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- 9.2 Ensure that all parents/carers know who to contact if they are worried about bullying.
- 9.3 Ensure all parents/carers know about our complaints procedure and how to use it effectively.

- 9.4 Ensure all parents/carers know where to access independent advice about bullying.
- 9.5 Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- 9.6 Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

## **10. Links with other School Policies and Practices**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation

## **11) Links to Legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006 Section 89
- DfE (Independent School Standards) ( England) Regulations 2014
- The Equality Act 2010
- Power to tackle poor Behaviour Outside School

## **12) Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.

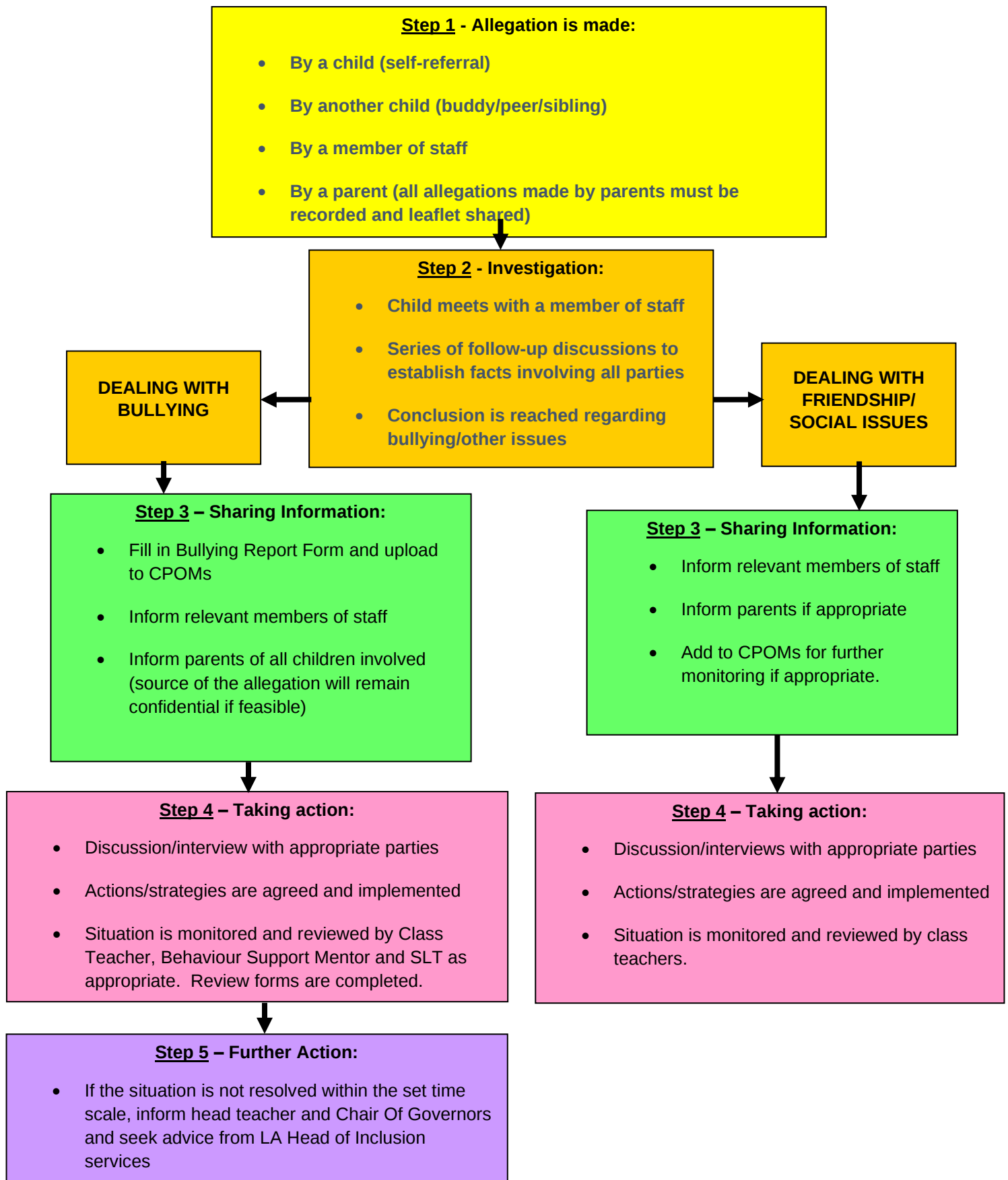
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: **Julie Somers**

The named member of staff with lead responsibility for this policy is: **Sarah Asquith**

The named member of SLT with lead responsibility for this policy is: **Patricia Edwards**

Appendix 1 Procedure for Dealing with Allegations of Bullying



**APPENDIX 2: HILTON SPENCER ACADEMY**  
**REPORT OF ALLEGED BULLYING INCIDENT**

|                                                                                                                                                                                                       |  |                   |  |                                  |  |                    |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------|--|----------------------------------|--|--------------------|--|
| Completed by:                                                                                                                                                                                         |  | Date of incident: |  | Time of incident:                |  |                    |  |
| Alleged victim's name:                                                                                                                                                                                |  | Class:            |  | Age:                             |  |                    |  |
| Alleged perpetrator's name(s):                                                                                                                                                                        |  | Class:            |  | Age:                             |  |                    |  |
| Details of incident: (Please specify who was involved, where and when the incident occurred and what happened during the incident. Include account of victim, perpetrator, parent/carers, witnesses.) |  |                   |  |                                  |  |                    |  |
| Tick (shift + p) any elements that apply:                                                                                                                                                             |  |                   |  |                                  |  |                    |  |
| Physical:                                                                                                                                                                                             |  | Verbal:           |  | Isolation/<br>ignoring:          |  | Cyber<br>bullying: |  |
| Action taken/how the incident was resolved:                                                                                                                                                           |  |                   |  |                                  |  |                    |  |
| Monitoring of action taken:                                                                                                                                                                           |  |                   |  |                                  |  |                    |  |
| Parents of victim informed:                                                                                                                                                                           |  |                   |  | Parents of perpetrator informed: |  |                    |  |
| Signed:                                                                                                                                                                                               |  |                   |  | Date:                            |  |                    |  |

\*Please attach any additional notes or write on the back if you need more space

### **Appendix 3 Does incident constitute bullying?**

(Press shift + p to tick)

☐ **Incident was bullying if all three below are confirmed**

- ☐ Hurt has been deliberately caused (physically or emotionally)
- ☐ It is a repeated incident/experience or involves a group
- ☐ Involves the imbalance of power
- **Target feels s/he cannot defend her/himself or**
- **Perpetrator/s exploiting their power (size, age. Popularity, coolness, abusive language, labelling/name calling etc.)**

☐ **Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on social networking site**

☐ **Incident was not bullying on this occasion because it was:**

- ☐ The first hurtful incident between these children
- ☐ Teasing/banter between friends without intention to cause hurt
- ☐ Falling out between friends after a quarrel, disagreement or misunderstanding
- ☐ Conflict that got out of hand
- ☐ Activities that both parties have consented to and enjoyed

## Appendix 4 – Specialist Organisations & Support

### Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

### Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Intenet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

## LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

## Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

## Race, religion and nationality

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

*Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings*

## Sexual harassment and sexual bullying

[Ending Violence Against Women and Girls](#) (EVAW): [A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

