

SHS B02: Anti-Bullying Policy

This policy is applicable to all pupils, including those in EYFS.

Introduction

We are committed to creating and maintaining an environment in which all children including those in EYFS, are treated fairly by staff and in which they are expected to deal with one another with respect and with tolerance. Such an environment discourages bullying. We are equally committed to dealing constructively with any instances of bullying that occur. This policy has regard to the DfE guidance: [Keeping Children Safe in Education 2025](#) and [Cyber bullying: advice for headteachers and school staff \(publishing.service.gov.uk\)](#) 2014. It is made available to parents via the school website and on request.

Aims and Objectives

We understand that bullying in any form can affect the wellbeing and mental health of an individual both in the short term, but there can also be implications in their social and academic development long term.

Bullying is the intention to hurt, frighten, or intimidate others either physically or verbally, to ridicule them by persistent teasing or to exclude them unreasonably from a group. It is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to ensure that the admissions, discipline and other procedures take account of the pupils' needs as stated in the [SEND_Code_of_Practice_January_2015.pdf \(publishing.service.gov.uk\)](#) and the [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the elimination of bullying in our school.
- Pupils are made aware, in assemblies, tutor meetings, form periods, circle time and, as appropriate, in private, that bullying is unacceptable at our school.

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- The School Council has devised a children's policy against bullying which is printed each year in the homework diary (given to pupils in Years 3-8), displayed on classroom walls and which is attached as an appendix to this policy.
- Pupils need to understand how normal and innocent activities can lead, often unintentionally, to situations where children will feel themselves bullied.
- They are told that the only way to beat the bully is by telling someone, preferably a member of staff, and that they should do this without fear of recrimination.
- Both pupils and staff are encouraged to act as role models, setting examples of appropriate conduct for the whole school community. An environment of good behaviour and respect is at the heart of the school's ethos.
- Through assemblies and PSHE lessons, form time and external workshops, pupils are informed about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Bullying feeds on secrecy: openness is the key to its being defeated. Prompt reporting is vital.
- A culture of mutual respect and consideration is actively encouraged and children are empowered to be able to communicate effectively with one another.
- We aim to develop children who are confident and have the self-esteem to help prevent them feeling the need to bully others.

Definition of Bullying

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 online.

Bullying is extremely serious, be it physical or emotional (which can cause psychological damage).

Emotional Bullying

Examples of emotional bullying might include making offensive remarks or name-calling. These remarks could be about: physical appearance; race; religious belief; cultural differences; academic or sporting ability and achievement. Remarks might be homophobic in nature or be offensive about disability, sexuality, or gender. Remarks might be mocking or taunting in nature; these remarks might include the spreading of rumours or gossiping about a child with other children. Bullying behaviour might involve excluding a child from social or activity groups with the intention of offending; threats and intimidating behaviour might be used; the sending of hurtful text messages by mobile 'phone, email or posted on social websites; the taking of or damage caused to a child's belongings in order to cause distress.

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Physical Bullying

This might include kicking, hitting or pushing with the intention of physically hurting the child. The common element in all of these forms is that the 'bully' intends to cause physical or emotional pain.

Cyber-Bullying

Cyber bullying is different from other forms of bullying because it can happen at any time of day, outside of the school grounds, in places previously regarded as safe, such as at home. The audience for electronically circulated messages can be large and circulation is hard to control. The bully and the bullied may never be in the same physical space so cyber bullying can appear anonymous.

Cyber bullying can take place between people of different ages and generations including teachers and being a bystander makes someone an accessory to bullying, although it is recognised that some instances will be unintentional.

Cyber bullying includes the malicious use of:

- Mobile phones
- Instant messaging
- Chat rooms and message boards
- Video hosting sites such as YouTube
- Social network sites such as Facebook
- Webcams
- Microsoft Teams
- Gaming sites, consoles and virtual worlds

Cyber bullying potentially falls foul of a number of laws including those concerning harassment, threatening behaviour, and defamation. In addition, the Headmaster has powers under the 2006 Education and Inspections Act to reasonably regulate the conduct of pupils when they are off site, both during term time and the holidays, and to confiscate items such as mobile phones.

What the School will do

St Hugh's is proactive in preventing cyber bullying through the inclusion of the topic in such areas as assemblies; form periods and other PSHE activities; our Acceptable Use Policy for ICT; our monitoring of ICT use in school (including Securus violations and screenshot evidence; use of boarders' mobile phones, during boarding hours) and our internet safety awareness programme, including visits to all year groups by experts from ChildNet. Pupils are encouraged to report anything which concerns them. The school is aware that the

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technologies available to pupils are constantly changing and, as a result, the School's provision to prevent cyber bullying is reviewed annually.

Pupils are not allowed the use of mobile phones at St Hugh's. In the rare circumstances that a pupil requires a phone at the end of the school day, e.g. for a sleepover or transporting between family members, then permission must be sought by the parents from the form teacher or Boarding Parent and the phone will be kept safe at the Front Reception or in the Boarding Parents' flat.

All incidences of cyber bullying will be investigated by the school and the investigation carefully recorded with evidence being retained. On receiving a report of cyber bullying either in or outside of School, the School will:

- Reassure the person making the disclosure that the issue will be investigated with discretion.
- Advise the person making the complaint on how to prevent further instances and also how to keep the relevant evidence.
- Take action to prevent the further circulation of the material e.g. if the person responsible is a pupil in school, then the school will supervise the immediate removal of content.

Child-on-Child Abuse

Any child-on-child abuse may be referred on to the Oxfordshire Safeguarding Children Board as a child protection concern. This may include sexting and any other relevant issues named in [Keeping Children Safe in Education 2025](#) (such as sexual violence or sexual harassment, physical abuse, sexting (or youth produced sexual imagery), initiation violence and rituals). The threshold employed is when the school believes there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". The Deputy Head (Pastoral) will deal with any such incidents and details will be recorded in CPOMS. Perpetrators will be dealt with according to the school's Behaviour for Learning Policy and restorative support will be necessary. A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

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Staff will receive annual training provided by ChildNet or separate online training to help them become aware of how behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting can put children in danger. Pupils receive education in PSHE lessons, assemblies and from external companies, such as OpenView.

Symptoms of Bullying

There is no science to spotting when a pupil is being bullied, and intuition is likely to be the most important tool. However, behaviour as listed below may suggest a pattern of bullying:

- Persistently low morale, perhaps tearfulness.
- Mood swings.
- An unwillingness to come to school.
- A reluctance to be involved in peer activities.
- A decline in academic achievement.

Awareness of staff and children to the school's policy on bullying

In each autumn term, the Deputy Head (Pastoral) holds an Upper/Middle School assembly on the theme of bullying at school. Pre-prep will receive a separate one with the Head of Pre-prep. This takes place during the week where the assembly theme is 'Respect'. Anti-bullying is covered in the PSHE programme and through circle time, drama and other settings. The children discuss what constitutes bullying, and they are reminded of the procedure for the reporting of bullying.

The school Code of Conduct and 'Our Values' Tree form a framework to make clear the expectations of the pupils in their work and play. Each year pupil members of School Council discuss and update the pupils' anti-bullying poster.

In Pre-Prep regular assemblies are held to highlight the importance of the Pre-Prep Values. Children discuss what constitutes appropriate behaviour during formal sessions such as circle time and assemblies and informal situations through the school day.

"TAG" is taught to Pre-Prep children to help them to deal with unkindness:

- Tell the person how they are making you feel
- Ask them to stop (and if this doesn't work...)
- Go to an adult to ask for help

Nursery children are taught appropriate behaviour through formal circle times and, most frequently, through informal teaching throughout each day.

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Appropriate INSET training is provided to staff and courses made available so that everyone is aware of the strategies to deal with bullying in the school. All staff are provided with copies of this policy which is discussed and reviewed by them on a regular basis.

Staff supervision of pupils is an essential ingredient in the school's strategy against bullying and it is especially important that staff are vigilant in play times, mealtimes and break times for any potential incidents. Places such as the changing rooms, corridors and the woods need to be carefully patrolled as these would be the areas where bullying could occur. The School Council has drawn up a pupils' policy against bullying and they review this regularly. It is contained in the homework diary given to all Middle School and Upper School children along with a copy of the school behaviour expectations. In Pre-Prep, the Golden Rules are contained in the Home/School Diary.

Dealing with bullying incidents

St Hugh's will action a 3-step response to bullying based on the Anti-bullying Alliance Framework. This aims to help the school develop a consistent, reflective, and more effective approach to responding to bullying. Wherever appropriate two members of staff will work together to investigate the bullying and action the 3-step response.

Step 1: Safety of those directly involved.

Step 2: Preventing the bullying from reoccurring.

Step 3: School learning and reflection

Step 1- Safety of those directly involved.

Bullying can have a long-lasting impact on a young person's mental health for those who are getting bullied, witnessing bullying and doing the bullying.

The first step is about securing and ensuring the safety and wellbeing of those involved.

Consider the following questions:

Are all pupils involved safe?

Is anyone's physical health or wellbeing at risk?

Has the school used the Safeguarding policy?

Did you access the help of the police or NHS?

Have you recorded the incidents? (see appendix A)

Did you tell the victim that you are taking it seriously, that it's not their fault and that they don't have to put up with bullying?

Have you asked the pupil(s) being bullied how they are feeling and how they think it can be resolved?

Have you informed the bullied what you will do next?

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Step 2 – Preventing the bullying from reoccurring.

Once you've secured the safety of those involved, the next step is about working with the group of individuals involved to prevent the bullying from reoccurring. Bullying is a group behaviour. It rarely happens between two individuals in isolation. So, it's important to consider the wider peer group at this stage.

Follow the following activities to develop a peer strategy:

- 1. Read Appendix B for more information about how pupils were involved and what were their roles.**
- 2. Use Appendix C to record the involvement of pupils. Reference to Appendix C should be made on CPOMS for each pupil involved.**
- 3. Have you been clear with all involved the actions you will be taking.**
- 4. Have you developed a strategy together with the target and are they happy with your agreed way forward? This may involve Restorative Justice, sanctions, communications with parents.**
- 5. Have you sought agreement from all those involved about the way forward? This could involve a signed agreement or simply a conversation.**
- 6. Have you regularly checked in with the target/s? Do they have a discreet way to report to you about how they are feeling at school regularly? Have you talked to parents/carers?**
- 7. Is your response built upon changing the behaviour of the group and not solely on changing the behaviour of the Target/s? This is important to avoid sending a message to the target that the bullying is their fault.**

Step 3 – School Learning and Reflection.

This is an important step. It allows us to reflect upon our school practice to ascertain if there is anything we can do to prevent a similar situation in the future. Steps 2 and 3 can and should happen concurrently. You don't have to wait to 'fix' the issue amongst the group before you implement the learning and reflection step.

Consider the following:

What has the incident taught us?

Does this reveal any issues in school? E.g. Supervision, training for staff, update of policies

Do parents have a good understanding of what bullying is and isn't? Do they know the school approach to anti-bullying?

The role of parents

Parents 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 form teacher, Deputy Head (Pastoral), Head of Middle School/Pre-Prep. Parents have a responsibility to support

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

Boarding

- This policy is not only provided to the parents of boarders, but it is available and known to staff and boarders, including junior and recently appointed staff.
- Communication between daytime staff and boarding staff is made through ISAMS so that any incidents that occur through the day are known to boarding staff.
- There are no 'initiation ceremonies' intended to cause pain, anxiety or humiliation.
- Through discussions we have determined that pupils do not identify bullying as a problem in the school.
- If bullying does occur in the boarding house, then the 3-step framework will be used.



Appendix A School Bullying Log

Member of staff recording	
Date/time of report	
Name of target(s) Record details about the demographic of the target here to allow you to identify any groups which may be more vulnerable e.g. SEN status / race / faith etc.	
What happened? - What type of bullying - Who was involved? - Where did it happen? - When did it happen?	
Was the bullying targeting any aspect of the child's character? E.g. disability, SEN, LGBT+, race or faith, appearance, gender/sexism	
How was the target (bullied child) affected at the time?	

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<ul style="list-style-type: none"> - How did the child feel? - What did they think should happen to make it right? - Were there any injuries (are there photos)? 	
Who was spoken to and what actions were agreed?	
Did you access any external support? E.g. NHS, police	
Does this constitute a child protection issue? Do you need to record an injury?	
Review box. Regular reviews with dates and agreements.	

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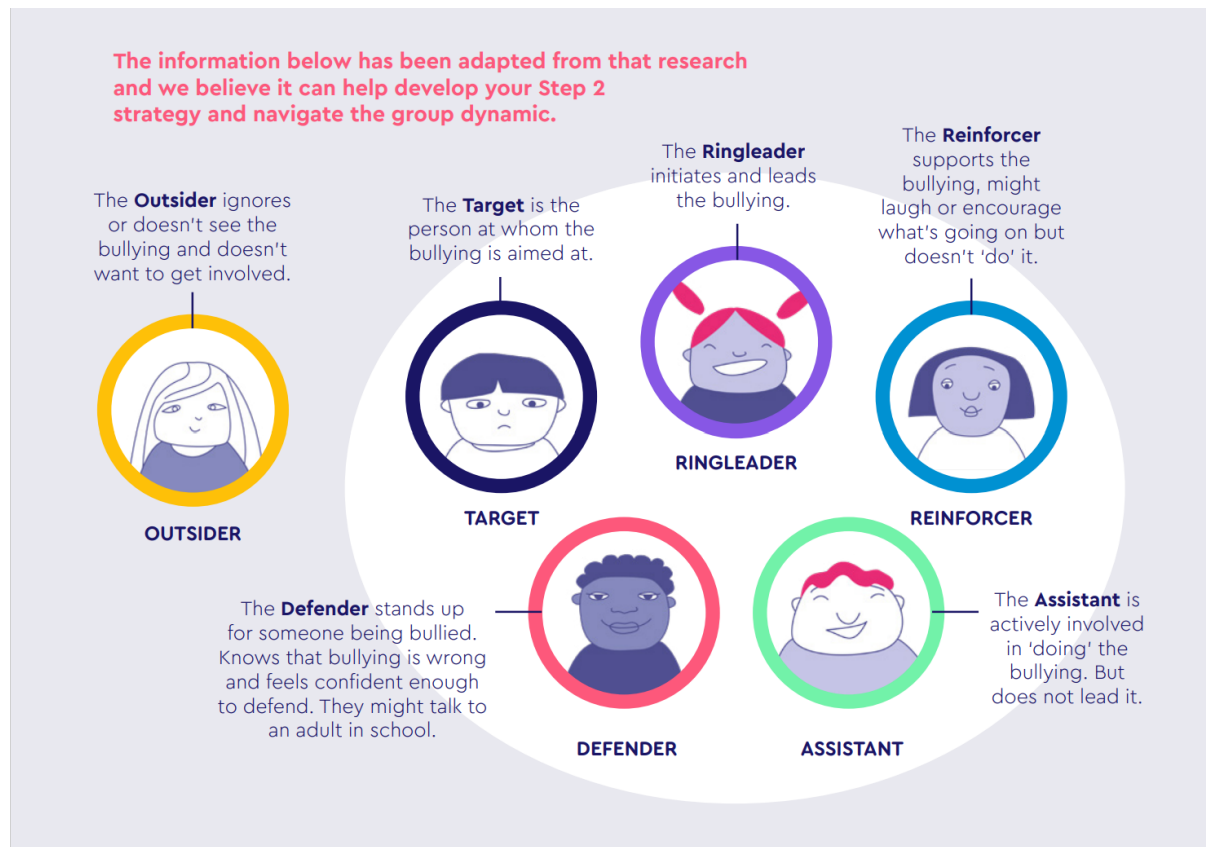


Appendix B
Bullying as a Group Behaviour

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.

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Roles in school are continuously shifting, especially in schools where there is a problem with bullying. A person can be a 'ringleader' at one time and become an 'outsider' or 'target' very quickly as people come into and out of the group dynamic.

Bullying is seen to be a group phenomenon. Others can have a significant influence on the outcomes of behaviours in school either intentionally or otherwise. By utilising these roles and encouraging other options such as 'not laughing along' or 'checking in' after the incident to say that you will help a target to report, you can have a positive affect on bullying incidents.

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Appendix C
 'Roles involved in Bullying' Record

Role	Name(s)	How they were involved	What could this group do to help the bullying?	Agreement: What has been agreed with each group	Review: Has the actions been successful
Target(s)					
Ringleader(s)					
Reinforcer(s)					
Assistant(s)					
Defender(s)					
Outsider(s) Those that could have a positive impact					

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Our Policy against Bullying

It is important for everyone in the school to feel that they are safe and happy. No-one should feel afraid to take action by seeking help if they are unhappy or notice someone else who is upset. **Everyone needs to take positive steps** to make sure that St Hugh's is a happy and a trusting school where **bullies - of any sort - are not tolerated.**

What is bullying?

If you repeatedly do something which deliberately makes someone else unhappy then you are bullying them.

Several Times On Purpose

Stand up to the bully and use your words to tell him or her to stop.

Take appropriate action to get away from the bully, walk or run to an adult.

Open up to a trusted adult.

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rotect yourself from bullies.

Bullying can be **physical**:

- Hitting, punching, pushing or kicking another person
- Ganging up on someone
- Taking, hiding or damaging someone's property on purpose is also bullying

Bullying can be **verbal**:

- Sneering at someone (and encouraging others to do the same) for lack of success in sport or work. Sometimes being too successful can attract envy
- Making fun of someone because of the way they look, or behave
- Deliberately leaving someone out of your games and conversations
- Saying unkind things about someone, either to their face or behind their back
- Making it clear that you do not like someone, and persuading others to follow your lead

Bullying can be **online**:

- It could include any of the points above
- It could include posting messages or pictures of other people, with unkind comments

What can I do to stop it?

If you spot an incident of bullying you should take steps to stop it by doing one or more of these things:

- Tell a member of staff
- Tell your parents
- Tell another pupil, preferably an older one
- Tell a friend or any other child whom you trust
- If it is online, save the message or take a screen shot and email it to a member of staff or show your parents
- Point out to the bully- if you are brave enough - that such behaviour is unacceptable

Physical bullying is easy to spot but other forms of bullying are just as hurtful and can make people just as unhappy. No one likes a bully although some may appear to, simply because they are afraid of him or her. Although children often bully in groups the leader is often the only active bully and the rest have been pressurised into joining in or they will be bullied themselves. This is the 'if you can't beat them join them' technique. **The followers of the leader don't realise that if they left the leader he/she would be the weakest of them all.** It is up to everyone in the school to make sure that bullying is not tolerated. This requires

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courage, sticking up for your friends and telling the truth. To tell on a bully is for the good of everyone - the victim, the bully and the whole school community. Not telling is making the situation worse for everyone.

To whom do I turn for help?

If you feel you are being bullied, then the really important thing to do is to **tell someone**. The situation will not get worse, it will get better and you will feel happier once it has been dealt with. Here is a list of people who can help and a suggestion of places where you can find a listening ear in confidence, or to whom you could pass a note if you felt worried about speaking to them:

Who?	Where?
Your parents	At Home
A friend	Anywhere
Any member of staff	Staffroom
Your form teacher	Form room/Staffroom
Your Personal Academic Tutor	Staffroom
Head of Year – Miss Costello/Mr Harris-Bass	Staffroom
Mr Clarke/Miss Ewins	Office or Music room
Mr Griffiths	His study
Boarding Parents	The Boarding House
Mrs Veness	In her Office
Mrs Blythe	In her Office
Nurses	Medical Centre
Childline	0800 1111
The Children's Commissioner	0800 528 0731

Some helpful advice:

- **Be kind and thoughtful in the way you are with others**

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- **Be a good friend – if you wouldn't say it to someone's face, then don't say it all**
- **If someone asks you to stop doing something, do stop**

TAKE ACTION – DON'T TOLERATE BULLYING!

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