



# The Hundred of Hoo Academy

## Anti-Bullying Policy

<b>Version</b>	1
<b>Policy Status</b>	
<b>Policies linked</b>	Admissions, Behaviour, Anti-Bullying, SEND, Accessibility Plan.
<b>Date of Issue</b>	Sept 2024
<b>Date to be Revised</b>	June 2025

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2024 and ‘Sexual violence and sexual harassment between children in schools and colleges’

This policy outlines what The Hundred of Hoo Academy will do to prevent and tackle all forms of bullying. The Hundred of Hoo Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These include but are not limited to:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

### Key Contacts

**Leadership Staff Responsible for the policy:** Mr J. Sandland (Behaviour & Attitudes Lead).

**Designated Safeguarding Leads:** Mr L. Webb (Vice Principal)

**Named Governor with lead responsibility:** Keith Morrison (Safeguarding)

# 1. What is Bullying?

At The Hundred of Hoo Academy, we define bullying as deliberately hurtful behaviour, sustained over a period of time, by an individual or group, which makes another person feel uncomfortable, or intimidated. This policy is designed to help us address bullying in a consistent and effective way across the academy.

Bullying is anti-social and **will not be tolerated** from any member of our Academy community, either inside or outside the Academy. It is vital that we encourage good behaviour and respect for others, and to prevent all forms of bullying among pupils. All Academy staff should be alert to signs of bullying and act promptly and firmly, demonstrating to pupils that this issue is taken seriously and that the situation will not be allowed to continue.

Nationwide, bullying is among the top concerns that parents have about their children's safety and well-being at school and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security and can be psychologically damaging. Bullying can impact on victims' attendance and attainment at school, marginalise those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide.

## Types of bullying

- Physical (*hitting, kicking, theft*)
- Verbal (*name calling, racist remarks, teasing, insulting, writing unkind notes*)
- Electronic (*Text, e-mails etc.*)
- Indirect/Emotional (*being unfriendly, tormenting, spreading rumours, excluding someone from social groups*)

**To be defined as bullying the offending behaviour is usually persistent, being carried out over a period of time.** It can, however, be intermittent i.e. last for a while, stop, then resume. 'One off' incidents, which are not repeated, are not usually regarded as bullying.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair colour or body shape) or any reference to Special Educational Needs.

### **Additional staff guidance Possible signs of bullying**

Pupils being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or clinging to adults. They may show changes in their work patterns, may lack concentration or may even truant from the academy. If cases of bullying are suspected, it is important to refer the matter to the College Team who will talk to the 'victim' to establish what has been happening. If information is given, it needs to be recorded in some way, either on a pupil statement sheet or on Bromcom notes.

## **Encouragement to tell**

All pupils (and parents) want bullying to stop, in seeking help, those involved are often afraid of making the situation worse. It is important to develop and maintain an atmosphere in the Academy where pupils who are being bullied, or others who know about it, feel that they will be listened to and believed, and that the action taken will be swift but sensitive to their concerns. Pupils need to be aware that 'not telling' protects the bully or bullies and gives the message that they can continue. All students have access to their College Senior Leader and the whole College Pastoral Team before school, at break and lunch, and after school, when they can share information.

In addition, all pupils meet with their Form Tutor every morning which also offers an opportunity in which sensitive information can be disclosed. Should a pupil prefer to speak to a teacher or other member of staff, or even a member of the sixth form school body, information must be shared by that adult/sixth former with the College Team.

## **2. How we tackle bullying at The Hundred of Hoo Academy**

Our academy community acknowledges that bullies may have complex reasons for their behaviour and may well need help. The College pastoral team offers support for all children involved in any reported incident of bullying. We have developed a culture of vigilance within the academy to ensure that all children feel safe and comfortable here. Pupils who behave in a bullying manner towards others will be challenged promptly as the consequences of being allowed to 'get away with it' can be detrimental to the bully as well as to their victim.

As educators, we believe it is our responsibility to help pupils to understand what constitutes acceptable behaviour. Bringing this issue into the open amongst all academy pupils will lead to a greater understanding of the nature of the problem and will encourage more people to confront and tackle bullying. Pupils are educated through Learning Guidance, assemblies, and subjects such as drama, history and English where teachers and curriculum content raise awareness of the differences between people and the importance of avoiding prejudice and celebrating diversity. Clear systems are in place across the academy to ensure that every opportunity is given to empower the victims of bullying and re-educate the perpetrators. All incidents of bullying are recorded on Bromcom.

### **How staff at HOH tackle/address bullying**

Adult intervention in response to individual incidents Staff dealing with the incident (in most cases this will be a member of the College Pastoral Team) need to ascertain the level of seriousness of the alleged bullying and decide on the next steps to take. If the incident is serious, or a repetition of a previous occurrence, it may be appropriate to go straight to steps 3, 4 or 5.

In the first instance, it is important to make clear to the victim that revenge is not appropriate, and to the bully that their behaviour is unacceptable and has caused distress.

### **Step 1: Group discussion**

Simple disagreements between two pupils/ groups of pupils which can be discussed calmly with all parties concerned can be resolved with the adult listening to both sides of the situation and either the 'guilty' party accepting their blame, apologising and suggesting how any damage is repaired.

### **Step 2: The 'No Blame' Approach**

When the disagreement is more complex, with the perpetrator unable to accept their role in the situation, the "No Blame" approach involves using group dynamics to understand, improve and solve the problem of bullying.

The emphasis is on stopping the bullying by confronting the bully/ies in a non-threatening environment. By addressing the situation (not the perpetrator) publicly and exploring reasons surrounding why it has been happening and the consequences of actions, combined with responses from other peers, the bully/ies are more likely to be made to question, and justify, their own actions without blame being allocated. Responsibility for solving the problem can then be passed to the group, under supervision, who suggest positive strategies to move the situation forward (e.g. reintegrate the victim, prevent further incidents of bullying occurring, etc.).

The member of staff who is supervising this session, needs to ensure that suggestions are workable, that all parties agree to the decisions made and that opportunities are created to monitor the situation.

### **Step 3: Strike 1**

If the "No Blame" approach fails, a designated member of staff – usually a member of the College pastoral team – will meet with the bully (ies) to explore the matter further and to discover why the bullying is continuing. At this stage, blame and responsibility are apportioned and a warning/strike 1 with a 90 minute detention given, thus giving the bully the opportunity to stop without serious consequences impacting learning time. Parents/ carers will be informed of all actions and events.

### **Step 4: Strikes 2-3**

If the bullying continues, some or all of the following actions may be taken by the adult investigating the situation:

- Incidents recorded on BROMCOM
- Strike 2 - Sanction B3 applied and Isolation Unit or Alternative Provision for perpetrator
- Perpetrator given a monitoring report (College or SLT)
- Strike 3 - Sanction B4 applied and Alternative Provision or Suspension for perpetrator
- Counselling/behaviour modification strategies for victim/ and, or perpetrator

In serious/ persistent cases a member of the senior leadership team or the academy Head of School may be directly involved. The parents/ carers of both parties will be informed about the situation and how it has been dealt with. Further interactions between the students involved will be monitored over time.

### **Step 5:**

Further incidents involving the same student(s) will be dealt with by the Head of School and may result in the perpetrator losing their place at The Hundred of Hoo Academy.

### 3. Working with Parents/Carers

Parents/ carers need to be involved in all aspects of our Academy bullying policy.

At the earliest intervention by a member of staff, the parents/ carers of both the victim(s) and the perpetrator(s) should be contacted and invited to discuss the issue. Transparency is key here, and clear information needs to be given from the Academy explaining how the incident of bullying will be dealt with and the procedures that will take place.

It is important that parents hear this information as well so that they are able to reinforce this message at home and feel confident that the matter is being taken seriously. Parents should also be encouraged to contact the school at any time to let us know if the matter has been successfully resolved or if further incidents have taken place. It is vital that the adult in school dealing with the incident keeps the family informed as to the outcomes of any intervention and follows up any contact quickly.

#### Keeping Children safe online

The duty of care and responsibility for the conduct of a child remains with a parent in relation to any online activities. Parents must remain vigilant and should monitor their child's use of social media and the internet. As a reminder there are age restrictions on all platforms, these are as follows;

Platform	Age restriction
Twitter, Facebook, LinkedIn, Pinterest	Minimum Age 13
Instagram, Snapchat, Reddit	Minimum Age 13
Youtube	13+ with parents permission
Whatsapp	16

This list is not exhaustive and parents must be mindful that new apps are being developed all of the time.

When a parent is aware that their child may have experienced unkind or inappropriate verbal messages they should respond as follows;

- Monitor the use of their child's phone or tablet, and ensure the child or parents does not respond to the comments.
- Keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Block the other persons number/removing people from contact lists
- Report the concern to the appropriate platform
- If a criminal offence has been committed inform the police
- Inform the Academy including any screenshots and any reference numbers from the Police or social media platform.

## 4. Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### Race, religion and nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### LGBT

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)
- Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)