



Hampton Court House

Anti-Bullying Policy

Reviewed By: ACB

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Hampton Court House

Anti-Bullying Policy

Aims and Purpose of the Policy

1. This policy has been written with regard to the non-statutory DfE advice: Preventing and Tackling Bullying: Advice for Head Teachers, Staff and Governing Bodies (July 2017); Cyberbullying: Advice for Headteachers and school staff (November 2014); KCSIE (Sept 2021) which highlights peer on peer abuse and Honour-Based abuse; The Children Act (2004); Equality Act (2010). It should also be followed in conjunction with our Behaviour Policy, Safeguarding and Child Protection Policy, E-safety Policy and Acceptable Computer Use Policy.
2. At Hampton Court House School and Early Years (hereafter known as Hampton Court House or HCH), we expect each pupil to work together with the staff to prevent any form of bullying. If a pupil is being made unhappy by another pupil – or if a pupil witnesses an incident in which a pupil is being unpleasant to another – then we expect that pupil to report this immediately to a teacher. Pupils are regularly reminded (through assemblies and tutorials) of the anti-bullying policy.
3. In turn, all our staff know that incidents of bullying against pupils and themselves are unacceptable. Up to date information ensures they understand what bullying is, what behaviours victims might exhibit, and what procedures they should follow should bullying occur.
4. Preventing and responding to bullying as outlined in this document dovetails with the HCH Behaviour Management policy. Behaviour management and consequences have been developed in line with pupils' ages, and shown in detail in appendices to the behaviour management policy. This policy applies to all pupils at HCH from Early Years to the Sixth Form.
5. We are determined that Hampton Court House be a happy and harmonious place, free from bullying. The school will not allow any individual to spoil the happiness of others.
6. The school will raise awareness of the policy to staff through training, including and ensuring:
 - the principles of this policy are understood including reporting and recording arrangements
 - legal responsibilities are known
 - action is defined to resolve and prevent problems, including in relation to cyberbullying
7. The school will invest in specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.
8. Records of bullying are kept centrally using CPOMS, reports are run half termly and shared with SLT. The reports are used to help us identify patterns of behaviour, particularly by protected characteristics of pupils, allowing us to take appropriate action.

Equal Opportunities

9. In line with our Behaviour Management policy, all pupils are expected to meet the high expectations of behaviour set. We aim:
- to create an environment where every child and adult feels safe and secure
 - to ensure that everyone in the school understands what bullying is, and is not
 - to ensure that everyone in the school is aware of how to deal with bullying, if it occurs
 - to promote a culture where every child understands it is their responsibility to report bullying if they see or experience it.

What is Bullying?

10. HCH recognises that learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out'. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood. To ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that schools and other settings have a shared definition of bullying. Which the school believes to be:

"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 - Definition of bullying

This definition should be understood by the whole school or setting including parents, young people and all staff.

11. Bullying leads its victims to feeling vulnerable, frightened, intimidated, isolated and distressed. It can include incidents away from the school premises which are school-related, but excludes injury through accident. It is recognised that some bullying might be through individual incidents of a relatively minor nature but which assume greater significance when viewed in context, perhaps through frequency or reason. Bullying can take place towards peers and/or towards adults.
12. Bullying can take many forms and can be short- or long-term. Bullying can be:
- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), taunting, name calling
 - Physical: pushing, kicking, hitting, punching or any use of violence
 - Verbal: name-calling, sarcasm, spreading rumours, teasing, gossiping, saying unkind things about the victim's family
 - Cyber: all areas of the internet, such as e-mail and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities

Differences are celebrated at Hampton Court House; anything which negatively focuses on differences is bullying and is wrong.

Some examples are:

- Racist - racial taunts, graffiti, gestures. Including nationality-based comments
- Sexual - unwanted physical contact or sexually abusive or inappropriate comments
- Homophobic - because of, or focussing on, the issue of sexuality. Including bi-phobic and transphobic comments.

13. As per the Department of Education guidance, Bullying “is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care, or has caring responsibilities. It might be motivated by actual differences between children or perceived differences.”

Tackling Bullying in School

14. Tackling the issue of bullying matters in school because:

- bullying makes pupils unhappy and affects their self-esteem and confidence
- pupils who are being bullied are unlikely to concentrate fully on their school work and will fall behind
- some pupils avoid being bullied by not going to school
- pupils who observe unchallenged bullying behaviour might copy this anti-social behaviour
- bullying can have negative life-long effects on a child
- the school is responsible for providing a safe learning environment for all pupils.

Bullying and the Law

15. There is no one strict legal definition of bullying, however, some forms of bullying are illegal and it may be necessary for the school to report the incident to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes - Any non-crime incident which is perceived by any person to, in whole or in part, be motivated by hostility or prejudice, based on actual or perceived age, disability, race, colour, nationality, ethnicity, religion, sexual orientation or gender.

Possible Signs and Symptoms of Bullying

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

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant

- becomes withdrawn, anxious or lacking in confidence
- starts stuttering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money and starts stealing money (to pay bully)
- has money continually 'lost'
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses to any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received.

17. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated and reported via the CPOMS portal to the relevant Designated Safeguarding Leads.

Our Strategy for Countering Bullying

18. HCH promotes values which promote co-operative, caring behaviour and reject bullying behaviour. Staff should reinforce these values regularly, and at specific times after any incident, if required.

19. Bullying is discussed and prevented:

- by being part of the PSHE curriculum, which includes the recent updates to RSE, and through the promotion of children's personal, social and emotional development in the EYFS
- within PSHE lessons, the topic of anti-bullying is explored through a variety of strategies including, but not limited to, paired or group discussions, dramatic role plays, pupil leadership, independent projects, presentations, story time, published literature, film and TV studies. Discussions take place regularly throughout the school on the differences between people and the importance of avoiding prejudice-based language.
- during specific activities, such as in the annual Friendship Week, Anti-Bullying week
- at assemblies focused on bullying
- during Circle time, e.g. friendships, conflict resolution, assertiveness, trust.
- through Student Council/Student voice the school aims to create an open culture

Anti-bullying policy and SEND pupils

20. Vulnerable pupils and those with SEND will follow the guidance as stipulated in the Behaviour Policy or Anti-bullying Policy. However, this is subject to the consideration of a pupil's known condition and circumstances.

Countering Cyber-Bullying

21. The school follows the DfE guidance 'Teaching online safety in school' (DfE, 26 June 2019), and recognises the importance of pupils being aware of how to stay safe online, including how to stay safe online, how to recognise risks, and where to go for support.
22. Pupils are taught the dangers and risks of inappropriate internet usage, how to spot the signs of cyberbullying and what to do if they feel they are a victim of cyberbullying. This happens within both PSHE and Computer Science lessons, where positive use of the internet is also taught to pupils. The school provides external speakers and off timetable days in addition to provide extra support and information on this issue. Cyber-bullying is also covered within assemblies and form time activities. We also provide information and support to parents in order to assist them in further supporting their child(ren).
23. Incidents of cyber-bullying will be tackled following the same procedures outlined within this policy, and treated of equal importance.
24. We encourage pupils to not join large groups on social media apps such as 'WhatsApp' and we make pupils and parents aware of age restrictions on social media apps, using resources from the National Online Safety (NOS).
25. Where possible and appropriate, we ask pupils and parents to capture screenshots of any incidents of cyberbullying to aid our investigation.
26. The school has a duty of care to investigate any incidents of cyberbullying reported, including those which happen outside of school hours, or where the perpetrator or victim does not attend HCH but the other person involved does.
27. All parents will be fully informed throughout the investigation.
28. The school uses the Smoothwall internet filtering system to flag up and block any inappropriate websites accessed on the school network.

Dealing with Bullying

Staff

29. 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.
30. Staff are trained, and expected, to be alert to children who may be vulnerable and at risk from bullying. This includes children with protected characteristics.
31. Staff agree that they will:
 - follow the procedures laid down in the Behaviour Policy, including implementing the various consequences
 - never ignore suspected bullying
 - not make premature assumptions but will listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling it like it is
 - aim to adopt a problem-solving approach
 - follow up incidents of bullying to ensure that it has not resumed

- be vigilant at all times, but particularly at unstructured times such as breaks, lunch-time and lesson changes.

32. As outlined in our Behaviour Policy, the following consequences may be issued to perpetrators of bullying:

These are recorded in ePraise and/or CPOMS

- Lunchtime or after school supervision
- Sent to a senior member of staff or another classroom
- Reflection with a senior member of staff
- Suspension from a club, team or sporting event
- Internal suspension (a day off timetable with a senior member of staff to reflect on the incident) and a meeting with parents
- Fixed term exclusion and a reintegration meeting with parents
- Involvement of school's support strategies (e.g. The Head of Learning Support, an Educational Psychologist, the SPA (Single Point Access for Kingston and Richmond borough))
- Physical restraint may be needed (please see Appendix 3 in the Behaviour Policy)
- Parents invited to meet the Deputy Head Pastoral or the Head
- Permanent exclusion with notice to the borough.

33. In addition, staff can support pupils – both the victims and the bullies by:

- responding to the inappropriate behaviour
- stressing the class and school rules, and individuals' rights and responsibilities
- awarding rewards, certificates and stickers etc to make pupils feel more confident
- public praise to make pupils feel more confident
- teaching pupils how being passive about bullying behaviour not only colludes with it but sometimes encourages it
- teaching pupils strategies to encourage positive behaviour in others

Pupils

34. Pupils need to be taught to refuse to comply with bullying pupils' demands, and to stand up for their friends against the bullies. Peer pressure can have great positive benefits.

35. Victims should be taught to:

- be firm and clear – look the bully/bullies in the eye and tell them to stop; role play can help pupils develop suitable strategies
- get away from the situation as quickly as possible
- tell an adult what has happened straight away

36. Bystanders/friends of the victim or bully should be taught to take an active stand against bullying behaviour by:

- not allowing someone to be deliberately left out of a group
- not smiling or laughing when someone is being bullied
- telling a member of staff what is happening
- telling the bullying pupil to stop what they are doing
- showing the bullying pupil that they disapprove of their actions
- encouraging the bullied pupil to join in with their activities or groups.

37. On being bullied, pupils should be taught:

- tell a teacher or another adult
- ask a friend to go with them if they are scared to tell an adult on their own
- tell their parents
- keep on speaking until someone listens
- not to blame themselves for what has happened.

38. Emotional wellbeing and mental health of both the victim and the 'bully' will be taken into account throughout all investigations. The school recognises that bullying of any kind can have a serious impact on the victim's wellbeing, and therefore support will be offered to the child through various forms such as, meeting with the school counsellor, a safe place, a change of class etc. We will always ask the pupil and their parents how we can offer support and if necessary, a support plan will be put in place.

Parents

39. Parents of both victims and their bullies will be informed of the incident as soon as possible after the incident if staff know about it. There may be occasions, however, that parents are the first to find out that a child has been bullied or is bullying others, and we encourage parents to inform the school as early as possible so that we can support the child and work with the family. We aim to remain in close contact with the parents, updating them on the steps taken in school and progress made. Further meetings will be held if there are concerns the situation is not improving or the child's mental wellbeing is declining.

40. To prevent and reduce the risk of bullying, we advise parents to consider the following:

- Using an authoritative parenting style: providing a high degree of warmth, love and closeness, and at the same time providing clear limits and high expectations with the support necessary to meet these expectations. This style is proven to develop better mental health, stronger relationship skills and higher achievement.
- Nurture a positive family climate: this is the sense of 'being' in a positive relationship with other family members. Adults modelling the kind of relationship they hope their children will have, and ensuring everyone in the family feels respected and has healthy boundaries. It is useful to set age-appropriate negotiations and problem-solving, for example helping teenagers think through possible consequences of their actions ahead of time.
- Teach emotional and interpersonal skills: Research suggests that children who grow up in an emotion-rich language environment—where parents talk about feelings and how feelings are managed in themselves and others—have higher emotional intelligence, navigate peer groups better, and are more likely to stand up for people who are targeted by others.
- Cultivate relationships with the school and other parents: Research suggests that children benefit when there is a strong partnership between schools and families. Being friendly and helpful to the school establishes a pathway of communication, along with trust and a belief in each other's good intentions, should difficulties arise.

41. If their child has been bullied, we advise parents to:

- talk calmly with their child about his/her experience

- make a note of what their child says, who was involved, how often it has happened, where it happened and what happened
- reassure their child that he/she has done the right thing to tell them about the bullying
- inform their child's Form Tutor and make an appointment to meet them and share as much information as possible - the more detail we have, the more we can do
- explain to their child that should any further incidents occur he/she should report them to a staff member immediately
- not to approach the child doing the bullying or his/her family directly.

42. If their child is bullying others, we advise parents to:

- talk to their child and explain what he/she is doing is unacceptable and makes other children unhappy
- discourage other members of the family from bullying behaviour or from using aggression or force to get what they want
- show their child how he/she can join in with other children without bullying
- make an appointment to see their child's teacher to talk about the problems your child is experiencing
- give their child a lot of praise and encouragement when she/he is co-operative or kind to other people.

43. If parents discover that their child has been bullied or is bullying others, they should speak to the Form Tutor in the first instance. The tutor will implement the procedures in the Behaviour policy, and inform the Pastoral team. This includes full discussions with staff, parents, child and professionals if appropriate; support for the victim and the bully, and relevant consequences.

44. If parents find themselves as bystanders to bullying, by witnessing any bullying of, by, or between, HCH pupils taking place outside of the school, they should contact the Deputy Head Pastoral/DSL as soon as possible to report it. They should give as much detail as possible including: the date, time, location, numbers involved, descriptions, and what was being said or done at the time if they can remember.

45. Parents/Carers should not put themselves at risk of accusation by any young person or another parent by trying to intervene or film any event with their mobile device. As a responsible citizen they should contact the school as soon as possible, as well as consider contacting the police immediately if they think a crime or assault is being committed.

Governing Body

46. Regular reports are made to the governing body about safeguarding within the school. These reports include the number and types of recorded bullying incidents.