Anti-Bullying Policy

Next Review:	2 yearly – Feb 2026
Last Review:	January 2024
Adopted by HHS governors on:	26th January 2024

Consultation	Student Leaders –Anti-Bullying Community
	Guidance Team
	Governors

Related Policies	Behaviour
	Safeguarding
	Acceptable Use
	Complaints

The Hobart High School anti-bullying policy outlines what Hobart High School will do to prevent and tackle bullying.

Anti-Bullying Policy Contents

1. Statement of Intent

The aim of the Anti-Bullying Policy is to ensure that students learn in a supportive, caring and respectful community without the fear of being bullied. Hobart High School believes that behaviour which intends to cause harm or upset is unacceptable and that all forms of discrimination are wrong.

Bullying is anti-social behaviour that can affect anyone: it is unacceptable and will not be tolerated. Hobart High School is not just a school, it is a community in which students can achieve a sense of responsibility and the ability to care and form relationships which are important in their development. Students or their parents/carers should feel comfortable and confident reporting incidents of bullying and know that they will be listened to, allegations will be investigated, and resolutions will be found.

2. Policy Aims

This policy aims to have clear procedures for responding to bullying incidents. Sanctions for incidents shall be consistent with the school's Respect Behaviour Approach and Behaviour Policy.

Hobart High School:

- Discussions, monitors and reviews our Anti-Bullying Policy on a regular basis (2 yearly).
- Ensures students, staff and all stakeholders working in our Hobart community understand our definition of bullying.
- Support staff to promote positive relationships and identify, tackle and record bullying appropriately.
- Ensures that students/families/carers are aware how to report bullying and that all bullying concerns will be dealt with sensitively and effectively.
- Aims to ensure that students feel safe to learn and that students abide by the Anti-Bullying policy.
- Reports back to students/parents/carers regarding their concerns and deals promptly with complaints.
- Encourages parents/carers to work with the school to uphold the Anti-Bullying Policy.
- Seeks to learn from good practice and utilises support agencies as appropriate.

3. Definition of Bullying

Bullying is defined as the repetitive, intentional harming of one person or a 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. (Anti-Bullying Alliance 2022)

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

4. Types of Bullying

Bullying can include, but is not limited to:

Type of bullying	Possible Characteristics
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including:	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality, body shaming).

• Racial • Faith-based • Gender • Homophobic/Biphobic • Transphobic • Disability-based • Physical Characteristics	
Sexual, including Sexual Harassment and Sexual Violence	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, devices or via images, audio, video or written content generated by artificial intelligence (AI).

By law, schools have the power to respond to and manage student behaviour outside of school sites. The definition of bullying above is therefore applied both on and off the premises and the seriousness of an allegation will not be lessened by it taking place off-site.

Hobart will not accept any discrimination or harassment on grounds of the Equality Act 2010 – Hobart will not tolerate discrimination or harassment on the grounds of disability, race, religious belief, gender, pregnancy, physical characteristic, sexuality and/or the expression there of (Equality Act 2010).

If these are repeated acts they will be dealt with as bullying incidents in line with the Anti-Bullying Policy and behaviour policy and if they are an isolated act, then the Behaviour and/or Safeguarding policy will be followed.

Racist Bullying

"Any incident which is perceived to be racist by the victim or any other person" (MacPherson Report 1999).
Incidents can include:

- Verbal abuse by name calling, racist jokes and offensive mimicry.
- Physical attacks or threats.
- Wearing of provocative badges or insignia.
- Bringing racist leaflets, comics, magazines or materials into school.
- Inciting others to behave in a racist way.
- Racist graffiti or other written insults.
- Social media – promotion or discussion of behaviours.

Sexual Harassment and Sexual Violence

Sexual harassment and sexual violence can impact on all students, regardless of sex or gender identity. Incidents can include:

- Abusive name-calling.
- Looks and comments about appearance, attractiveness, emerging puberty.
- Inappropriate and uninvited touching.
- Sexual innuendoes and propositions.
- Showing or distributing pornographic material.
- Graffiti with a sexual content.
- In its extreme form, sexual assault and/or rape.
- Verbal or physical incidents relating to sexual orientation.

We will use the definitions and information from Keeping Children Safe in Education DfE (Department for Education) Guidance – please refer to our Child Protection and Safeguarding Policy.

Cyberbullying

Online bullying (often referred to as cyberbullying) is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles (Anti- Bullying Alliance).

Incidents may include (but not exclusively):

- Text messages - involving unwelcome texts that are threatening or cause discomfort.
- Picture/video clips sent via mobile phone cameras.
- 'Happy slapping' - filming and sharing physical attacks via picture or video using social media.
- Phone calls and voice notes e.g. silent calls or abusive messages.
- Email bullying - sending threatening or abusive messages.
- Group chat bullying.
- Instant messaging - internet based bullying, messages are sent in 'real-time' during conversations online.
- Website bullying - using defamatory web blogs; 'blogs', personal websites and online personal polling sites.

Bullying by Text Messages on Mobile Phones, Emails or through Social Media/Networking

Students should be encouraged to be careful who they give their phone number/email address/online personal details or social network details to and should aim to keep a record of the date and time of offensive messages (screen shot where possible).

Students should save messages they are concerned about and let a family member see them or discuss the message with a member of staff. Students should not respond to the message.

The student's family will need to be informed and where incidents have happened outside school may need to contact the police or take appropriate action themselves including reporting it to their online provider.

If a student has sent messages in school time or used ICT facilities in school for bullying or harassment, the school will take action in line with the Anti-Bullying Policy and Acceptable Use Policy.

It is important that families work with their children and school to monitor and promote safe use of ICT, social media, mobile phones and games consoles.

Incidents whilst travelling to school or outside school premises

Students (including student leaders) and parents/carers are encouraged to report all incidents or concerns. Issues created outside school and affecting students inside school are a matter of school concern and teachers have the power to sanction students for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring off school premises such as on school, public transport or in the local area. However, the school is not directly responsible for all bullying taking place off site. Where a report of bullying off the school premises is reported, the school will support victims and may:

- Rearrange seating/allocate seating on the school bus.
- Talk to the local police.
- Talk to the transport company and/or Local Authority school transport department.
- Talk to the Head of local schools sharing school transport and work together with parties involved.
- Discuss safe routes with students.
- Inform family of concern/incident.
- Work with students, families and other agencies to stop the incidents of bullying.
- Where appropriate issue a bus behaviour agreement or contact and consider requesting a travel ban from the LA (Local Authority). Use of CCTV on buses to establish details where possible.

Special Educational Needs including Disability

The Equality Act 2010 defines a disabled person as someone who has a 'physical or mental impairment' which 'has a substantial or long-term adverse effect on the person's ability to carry out normal day to day activities.'

Some students with special educational needs (SEN) and disabilities are less likely than others to recognise and report bullying behaviour, or that their own behaviour may be seen by someone else as bullying and they may be more vulnerable.

Children with SEN and disabilities may:

- • Be adversely affected by negative attitudes to disability and perceptions of difference.
- • Find it more difficult to resist bullies.
- • Be more isolated/not have as many friends.
- • Not understand that what is happening is bullying.
- • Have difficulties telling people about bullying.
- • Find communication or sustaining relationships difficult.

A whole school, positive culture and anti-bullying message is essential in supporting all students but particularly those with SEN and disabilities.

Bullying due to Religion/Belief

Bullying in relation to belief or religion/religious belief may include that linked to; perspectives linked to a particular religion, religious practices such as not eating meat or drinking alcohol, or clothes or symbols linked to belief such as wearing a headscarf, cross or kara. This list is not exhaustive. Bullying linked to religion/belief is discrimination and will be addressed in line with policy.

Bullying due to Maternity/Pregnancy

Bullying of this nature may include derogatory comments linked to appearance or the pregnancy itself.

5. Possible Indicators of Bullying

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim.
Students who are being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness, an erratic attendance pattern, refusal to attend school or truancy. There may be evidence of changes in work patterns or lack of concentration. Victims of bullying can suffer from low self-esteem and negative self-image. They may show a change in behaviour, isolate themselves and suffer with issues around mental health. If there is an unexplained change in a child's behaviour, happiness or general wellbeing, this should be reported following the school reporting systems so it can be investigated further, and support can be offered as needed.

6. Reporting and Recording Bullying

Hobart aims to be an inclusive and 'telling' school and students are encouraged to report all incidents, whether as someone being bullied or an observer. All allegations of bullying are taken seriously.

The school aims to take a positive approach to tackling bullying behaviour by encouraging a friendly, responsible atmosphere allied with swift action when required. All staff, students and parents/carers are encouraged to share these values and translate them into action. Several students will be trained as part of the Anti-Bullying Community (ABC) and DICE group to offer extra support to their peers.

Bullying can be reported by any member of the community to any member of Hobart staff. Form Tutors, Heads of Year, SENCO (Special Educational Needs Coordinator) and members of the guidance or safeguarding teams are often those who follow up and respond to bullying reports.

In any incidences of bullying, it is helpful to:

- • Record the date, time and location of any incidents of bullying.
- • To keep any evidence of bullying, for example, messages shared via social media.
- • To report incidents as soon as possible to prevent further escalation.

Students are encouraged to report rather than respond to bullying themselves in line with reporting procedures. There will always be ways that students can report anonymously. Students, parents/carers can use the online reporting form on the school website to report bullying accessible here.

7. Responding to Bullying

Investigation
- • Students/parents/carers report bullying incidents to staff who will record the incident, actions and key points from any discussion, and may form an action plan.

- When a parent/carer informs the school of an incident, concern or complaint linked to bullying, the child(ren) will be spoken to and if necessary, parents/carers contacted and informed of action taken.
- It is important that the victim is encouraged to share all information to facilitate a swift and effective investigation.
- Initial investigation should ensure open and regular communication with parent/carers.
- The staff responsible for the investigation should ensure that all stakeholders have regular communication regarding the investigation, progress and findings.
- Incidents of a prejudicial nature linked to protected characteristics are to be recorded and monitored.
- Cases of serious bullying will be referred to Head of Year/Senior Leadership Team as appropriate, who will work with parents/carers to resolve the situation and support students affected.
- If necessary and appropriate, (where criminal behaviour is alleged), the police will be consulted/informed and school staff will work with the Local Safer Neighbourhood Team/Safer School Partnership.
- If there is a safeguarding concern, the DSL (Designated Safeguarding Lead) will be informed, and the safeguarding policy will be followed.
- Incidents to be recorded and filed in student's file and/or relevant incident logs.

Responding to the victim

It is key to listen to and support the victim(s) of bullying and they may be offered all or some of the following support once the initial investigation has happened:

- Opportunity to talk to someone about the incident from the tutor/guidance team.
- A member of the ABC/DICE peer support to meet with to discuss support/experiences/strategies.
- Resolutions to bullying and the possibility of a restorative process/conversation to reconcile differences.
- The bully will be encouraged to offer an apology and guarantee positive changes to their future behaviour towards the victim.
- Supportive spaces may be provided (e.g. for social times).
- Trusted adult for check ins could be arranged.
- On-going check in and support from our guidance or safeguarding team.
- Outside agency support under the umbrella of 'Early Help Support.'
- Communication with student/parent/carer of investigation outcomes and arising actions.
- Incidents to be recorded and filed in student's file and/or relevant incident logs.
- Strategies to build self-esteem or confidence.

Responding to the Perpetrator(s) and/or Group Behaviour

When discussing the incident with the bully/bullies, staff should seek to understand why the perpetrator or group have behaved in the way that they have, including providing sufficient time for the student/s to talk. The aim of our response to bullying is to change the bullying behaviour and for the perpetrator and group to understand the consequences and negative impacts of their actions. This may include work with the wider group including any bystanders.

Actions and sanctions might include:

- A consequences/agreement document aimed at preventing further incidents of bullying and making expectations clear.
- Removal from a group or lesson.
- Withdrawal from lunch or break time or reduction in spaces that can be accessed.
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum.
- Withdrawal of ICT use in school.
- The offer of advice/counselling/support to the bully that aims to change their behaviour.
- Monitoring situations and within 2 weeks of an incident, check being made to ascertain that the bullying has not started again.
- Monitoring checks may also be needed to be made within longer timeframes or planned review meetings held for as long as necessary to prevent further incidents.
- Details of incidents being recorded and kept on student file and relevant incident logs.
- Internal isolation, suspension, or in serious and repeated cases, possible permanent exclusion.
- Restorative approaches and reconciliation.
- Education and reflection that may include work with our IEU manager, DICE lead or a member of the Guidance Team.
- External agency involvement for example - Local Safer Neighbourhood Team/Safer School Partnership.
- Outside agency support known as Early Help.
- Communication with Parent/Carer.

- The school will employ the full range of sanctions up to and including permanent exclusion in extreme and persistent cases.

8. Preventing Bullying

A range of strategies may be used to support staff, students and parents/carers, and to raise awareness of bullying and its impact on people with the aim of preventing it happening.

It is important that all staff act in a consistent manner so that students and parents/carers have confidence in school practice and policy. This is achieved through the following:

- Staff and student awareness and training on the definition of bullying, signs of bullying and reporting procedures at Hobart.
- Multi-agency work e.g. Police, Safer neighbourhood team, School Nurse, Attendance Officer, Chat Health etc.
- Weekly diversity, inclusion and equality (DICE) bulletin presentations, student discussions, and events which are coordinated by DEI lead to raise awareness and understanding across the Hobart community.
- Working with parents/carers and families as part of parent/carer voice to build understanding and definition of bullying and support available.
- Use of student leaders, buddies, Anti-Bullying Community (ABC) and student mentors.
- Carrying out surveys, interviews and discussions to review policy and practice, and/or learn more about any bullying in the school. A student anti-bullying group (ABC) will meet regularly and discuss aspects of bullying and anti-bullying approaches.
- Recognising and challenging sexist, homophobic or racist bullying, or inappropriate language within verbal abuse/general conversation.
- Use the curriculum and explicit teaching of diversity, tolerance and difference in subjects such as PSHE and ICT, and throughout the wider curriculum to explore relevant issues and raise awareness on themes such as diversity and difference, discrimination, bullying and the Anti-Bullying Policy.
- Teaching assertiveness and social skills to students with low esteem, including through access to services such as SEMH provision.
- Use of role play to deal with situations and issues within Drama/PSHE.
- Providing opportunities for staff training in restorative approaches, diversity, tolerance, inclusion and difference.
- Exploring alternative strategies for supporting students, e.g. Circle of Friends.
- Work with other agencies to identify forms of prejudice that drive bullying and to address these within all aspects of school life.
- Actively create 'supportive spaces' for vulnerable young people and encourage students to attend lunchtime clubs.
- Employ a mobile phone policy that reduces cyber bullying.
- Ensure there are duty staff at all key times around the school with regular checks in 'hot spot' areas.
- Use a poster campaign to share definitions and awareness of bullying (Year 8 ICT).
- Involve students in anti-bullying campaigns, well-being events and charity work across the school.
- Attend the Norfolk Anti-Bullying Conference and engage with SNYAB.
- Ensure the Anti-Bullying Community (ABC) - a group of students from all year groups who receive extra training to help support other students – are provided with the platform to make a positive difference. Members of the ABC listen, advise and help their peers - bridging the gap between adults and young people. Students will be recruited and trained annually.
- The assembly programme will be used to explore a range of themes and values that include celebration of difference and promotion of inclusion.
- Use of CCTV around the school site to investigate any alleged bullying as appropriate.

9. Artificial Intelligence

Artificial intelligence (AI) tools are now widespread and easy to access. Staff/students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. AI has many uses to help students learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes' where AI is used to create images, audio or video hoaxes that look real. Any use of AI to bully students will be treated in line with our Anti-Bullying Policy and Behaviour Policy.

10. Monitoring, Evaluating and Review

The relevant Assistant Headteachers and Guidance Team members will maintain a bullying incidents log and regularly review reported cases to look for patterns or trends to provide relevant training and/or support.

The relevant Assistant Headteachers and Guidance Team members will work with the Anti-Bullying Community and DEI lead to monitor and capture student voice.

Bullying logs and data will also be monitored and discussed regularly at Senior Leadership Team Meetings. This will also be reported to the LGB (governors).

The policy will be reviewed two yearly.

If you do not feel that your report about bullying has been responded to efficiently or effectively, please contact the school to discuss your situation or refer to the complaints policy.