Anti-bullying Policy

THE HUB SCHOOL

Policy Owner:	Head of School	
Approved by:	LGB	**Date:** 03/04/2025
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Last reviewed on:	March 2025	
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1. Our Values

Our 4 R's – Respect, Responsibility, Resilience and Relationships are the underpinning values of our school community. Pupils at the School have the right to feel valued, happy and safe. We therefore operate a zero-tolerance approach to bullying. This does not mean that no bullying occurs in the school. It does mean, however, that when the school is aware of bullying, all steps will be taken to:

- investigate it;
- deal with the perpetrators;
- support the victim;
- try and prevent it happening again.

It is the responsibility of everyone in the school community to implement the Anti-bullying policy to ensure all pupils feel safe in school, promote an inclusive ethos and respond effectively to any bullying incidents that do occur. All pupils will be listened to by members of staff. Concerns will be taken seriously and all allegations of bullying will be investigated.

Aims of the Policy:

- To ensure all groups of pupils feel safe and supported at school at all times;
- To ensure staff, pupils and parents/carers are acutely aware of different forms of bullying and work together proactively to try to prevent it from occurring;
- To ensure instances of bullying (see definition below) are extremely rare or non- existent;
- To ensure highly effective approaches to identifying and responding to any bullying that does occur are in place, monitored regularly,evaluated and further developed according to need.

2. Definition of Bullying

The Anti Bullying Alliance define bullying as: '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 any behaviour by an individual or group that (it does not necessarily have to be all 3 to be bullying):

- Is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- Usually happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident
- The person being bullied will usually find it very hard to defend themselves.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting e.g. hiding books, threatening gestures

- Physical: pushing, kicking, hitting, punching or any use of violence
- Verbal: name-calling, sarcasm, spreading rumours, teasing, making personal remarks. Discriminatory language is not acceptable and will be challenged
- Written: notes, offensive graffiti
- Cyber: misuse of all areas of the internet, such as email, internet chat rooms, social networking sites, mobile threats by text messaging & calls, misuse of associated technology i.e. camera and video facilities. Types of bullying can include, but are not limited to:
- Sexual – unwanted physical contact or sexually abusive comments • Racist – including taunts, jokes, gestures
- Focused on religion or belief • Homophobic and transphobic – because of, or focussing on the issue of sexuality including taunts, jokes, gestures eg using 'gay' as a word of abuse
- Disablist bullying – including taunts, jokes, gesture • Sexist (including discrimination against transgender) – including taunts, jokes, gestures. A bullying incident is "any incident which is perceived to be bullying by the victim or any other person".

3. Procedures for Prevention

At The Hub School we attempt to *prevent* Bullying through:

- Promoting respect for self and others in: Tutor sessions, Personal Development Days, PSHCE lessons, Interventions and Project 5 and our Relational Practice
- Implementing the school's Behaviour Policy which sets out clear expectations for conduct within lessons and around school;
- The induction and transition process for pupils
- Rewarding appropriate behaviour and acts of good citizenship;
- A cross-curricular approach within all subject areas to developing pupils' self-confidence, self-esteem, empathy and their ability to understand and manage risk and keep themselves safe;
- Providing a broad extra-curricular programme to engage pupils in enjoyable and constructive activities at breaks and lunchtimes
- Providing targeted support and intervention to develop social skills of pupils with social interaction and self-esteem difficulties.

4. Responsibilities

It is the responsibility of the Senior Leadership Team and The Hub Governing Board to make sure the Anti-bullying policy is implemented effectively, reviewed (annually) and further developed.

The school's Safeguarding Governors have specific responsibility for this, working with the Executive Headteacher, Head of School and Senior Leadership Team. It is the responsibility of _all_ school staff to consistently implement the Anti-bullying policy within the school setting.

The school also have an Anti-Bullying Coordinator:

- Role of the Anti-Bullying Coordinator
- To be a point of contact for all staff if assistance or advice is required
- To support with the investigation incidents of bullying
- To be responsible for the training and guidance for staff
- To provide data weekly for the weekly Core School Information monitoring form to identify patterns or concerns
- To write a half termly review of all recorded bullying incidents for Senior Leadership Team
- To conduct follow up meetings and periodic reviews with all pupils involved in incidents of bullying and follow up with phone calls to parents/carers
- To assist in Anti-Bullying policy reviews
- To link with Senior Leadership Team over Anti-Bullying week activities and others through the year.

5. Methods of reporting bullying

Reporting Bullying:

Normally a member of the student support team will be the first point of contact for bullying incidents, however pupils are encouraged to report bullying to any adult employed in the school.

Pupils can report bullying in different ways:
- Refer incident/issue to any member of staff;
- Refer incident/issue to parents/carers or professionals and ask them to contact the school
- Refer incident/issue to a friend and ask them to report on their behalf

6. Investigating reported incidents of bullying

Having received a notification or referral staff will conduct an initial investigation. This will involve:

- Speaking to the person reporting the bullying and taking a written account;
- Speaking to the alleged victim (if this is not the person reporting the incident) and taking a Written account
- Speaking to any identified witnesses and taking a written account
- Entering the incident and action taken onto the school's recording system

Action to respond to bullying

Once the alleged bullying incident has been investigated the incident will be dealt with according to individual circumstances. The victim will ALWAYS be consulted before any action is taken. Parents/carers will be informed of the incident and the planned response.

Responses may include:
- Discussions between the victim and the perpetrator re. the incident, the impact on the victim and sanctions for this offence and any future offences.
- Meeting with the perpetrator and his/her parents/carers to discuss the incident, the impact on the victim and sanctions for this offence and any future offences.
- Putting in place sanctions for the perpetrator according to the Behaviour Policy.
- Other strategies to resolve the problem including:
  o Supervised breaks and lunchtimes for a specified period of time;
  o Moving out of particular teaching or pastoral groups;
  o Bespoke Interventions
  o Referral to PCSOs.
- Putting in place support for the Victim:
  o Providing Self-esteem and/or social skills development sessions for the victim to reduce the likelihood of them becoming a victim again.
  o Providing access to 'safe areas' at breaks and lunchtimes to ensure s/he feels safe in school and to ensure s/he can socialise with staff supervision.
  o Providing access to the EWB team to discuss any worries/issues in confidence.
- Putting in place support for the perpetrator to help change behaviour:
  o Providing anger management and/or self-esteem development sessions to address the reasons for the bullying;
  o Providing access to the school to discuss any worries/issues in confidence which may be resulting in their inappropriate behaviour.
  o Referring to external agencies for advice and support re: managing the inappropriate behaviour.

Appendix 1: Incidents of Bullying or Racism

Bullying referral form

Student name (perpetrator/s):		Tutor Group:	
Student name (victim):		Tutor Group:	
Referred by:		Role:	Date:	

Type of bullying (please highlight any that apply)

Physical

Verbal

Non-verbal (hand signs/gestures)

Emotional

Cyber-bullying

Form of bullying (please highlight any that apply):

Exclusion

Cyber-bullying

SEN/D

Homophobic/biphobic/transphobic

Racist

Religious

Cultural

Personal circumstances

Other: please state _____

Overview (Please give a brief overview of what bullying has occurred and include any teacher and students witnesses):

For SST department use only

Action taken (Sanctions, exclusions, RP, Parental contact, external agencies)
Date action take:

Appendix 2: Advice for Parents/Carers

Additional Resources to support parents / carers

Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk

NSPCC – www.nspcc.org.uk

Childline – www.childline.org.uk

Kidscape – www.kidscape.org.uk