



**Hanham  
Woods  
Academy**

Hanham Woods Academy  
Anti-Bullying Policy (inc Intolerance)

April 2025

For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.

Approved

**HWA ANTI-BULLYING POLICY**

<b>Policy Title</b>	Anti-bullying Policy, inc. Intolerance procedures
<b>Function</b>	For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
<b>Status</b>	Proposed
<b>Audience</b>	Students, Parents, Councillors, Principal, Teachers, Support Staff, Local Authority
<b>Ownership / Implementation</b>	The Principal and the Academy Council have overall responsibility for ensuring that this policy is implemented.
<b>Implementation Date</b>	22 <sup>nd</sup> April 2025
<b>Review period</b>	Annually
<b>Last Reviewed</b>	April 2025

**Introduction**

At Hanham Woods Academy we are committed to creating a safe, inclusive and reflective learning environment in which all students flourish and reach their full potential equipped with skills for life.

Bullying of any form is not tolerated and will be challenged. We are a telling school This means that anyone who knows or suspects that bullying is taking place is encouraged to tell a member of staff and we promise it **WILL** be investigated as stated within this policy which has been drafted in collaboration with students, parent and staff.

For the purposes of clarity; in accordance with KCSIE the term 'child-on-child abuse' is used an umbrella term that includes verbal abuse, physical abuse, online abuse, sexual harassment and sexual violence. Where bullying behaviours take place, they are recorded as 'child-on-child abuse' on the Academy online safeguarding system.

**Legislative Compliance**

This policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents. This policy should also be read in conjunction with:

Keeping Children Safe in Education

HWA Safeguarding Policy

HWA Behaviour Policy.

The Children and Young Persons Act (2008): Section 20 Education

Cyberbullying: Advice for headteachers and school staff - 2014

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

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

The Computer Misuse Act 1990

**The aims of this policy are:**

- To prevent bullying
- To deal effectively with bullying if it occurs
- To ensure that all students, staff and parents are clear that we do not tolerate bullying and how it will be dealt with in school

**HWA Charter for anti-bullying outlining everyone's rights and responsibilities:****Senior Leaders and staff**

- Discuss, monitor and review our anti-bullying policy and practice on a regular basis.
- Support all staff to promote positive relationships to prevent bullying.
- Ensure that students are aware that all bullying concerns will be dealt with promptly and effectively.
- Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints.
- Learn from good anti-bullying practice elsewhere and utilise support from the Cabot Learning Federation, the Local Authority and other relevant organisations when appropriate.

**Parents**

- If you are concerned about any issues regarding bullying, please contact the Academy
- As a parent/carer you can be confident all reports of bullying will be investigated and dealt with in a manner sensitive to the needs of the individual child concerned
- Read all letters and updates sent by the Academy

- Respond to telephone/email contact in a timely manner and attend meetings onsite when requested
- Promote a culture of tolerance and inclusivity with your child at home
- Avoid negative social media discussion of other children
- Refrain from engaging in online or in person disputes with other parents or children

**Students experiencing bullying:**

- You will be heard and supported in reporting bullying and given help. Action will be taken. We are a TELLING school
- You will be supported and helped to rebuild confidence and feel safe again at Hanham Woods Academy
- Report all incidents of unkindness directly to an adult within a timeframe that allows for effective investigation.
- Refrain from retaliating to incidents of unkindness. All retaliation will be investigated with students subject to sanctions should this be appropriate.

**Students who engage in bullying behaviour:**

- Sanctions will be in place to hold them to account for their behaviour and help them to face up to the harm they have caused.
- They will learn to behave in ways which do not cause harm in future through the support of pastoral and senior leader
- They learn how they can take steps to repair the harm they have caused

**What Is Bullying?**

While there is no single definition of bullying, the DfE identifies three points which most definitions share:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target

**Forms of bullying covered by this policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying via technology – “cyberbullying”
- Bullying related to gender or sexuality. Homophobic, Bi-phobic or Transphobic bullying.
- Bullying that happens offsite.

**Hate incidents and hate crimes**

- There is no legal definition of a hate crime. However, the police and the CPS have an agreed definition as follows:
  - A hate crime is any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.
- There is a distinction between a hate crime and a hate incident, which is defined like this:

- A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

Hate incidents or crimes as part of bullying will be taken extremely seriously. The Academy will work with families and the local authority in accordance with our safeguarding policy and Keeping Children Safe in Education.

### **Harmful Sexual Behaviour, Sexual Harassment and Sexual violence**

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive<sup>1</sup>.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should make clear that when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - Consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence.
  - Sharing of unwanted explicit content
  - Upskirting (this is a criminal offence)
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including, on social media
  - Sexual exploitation; coercion and threats

It is important that Hanham Woods Academy considers sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Sexual Violence and the Academy response to Sexual Violence it outlines in the Safeguarding Policy:

[https://hanhamwoodsacademy.clf.uk/wp-content/uploads/CLF-Safeguarding-Policy-2023\\_Approved-by-the-AC.pdf](https://hanhamwoodsacademy.clf.uk/wp-content/uploads/CLF-Safeguarding-Policy-2023_Approved-by-the-AC.pdf)

Incidents HSB, sexual harassment and sexual violence will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified.

DSLs/Deputies will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the section Multi-Agency Working.

**Signs of bullying:**

Signs of Bullying Incidents Adults should watch for early signs of distress in students. These may be the early signs of bullying. These may include:

- is frightened of walking to or from school
- doesn't want to go on the 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 stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- uses excuses to miss school (headache, stomach ache etc.)
- begins to suffer academically
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received

**Tackling the causes of bullying and responding to reported incidents** Our Academy sees the issue of unkindness and bullying as an extremely serious matter. The school operates a continuous 'anti-bullying' campaign through its PSHE programme, tutor time programme, information in classrooms and assemblies. All students are thus clearly aware that such anti-social behaviour must not be instigated or tolerated. If incidents do occur, they must be reported; they will be investigated thoroughly and dealt with appropriately following the bullying procedures that are set out within this Anti-Bullying policy and Behaviour Policy.

**Prevention: creating a safe learning environment and anti-bullying culture**

These measures include:

- TELLING school ethos – students are encouraged to report child-on-child abuse themselves or if they witness it taking place. Education is in place to help students to understand the different forms that child-on-child abuse takes and its impact. This comes through assemblies and the PSHE programme.
- Academy Home School Agreement for Year 7s and new arrivals to the Academy from September 2020)
- Student supervision at non-lesson times by academy staff.
- Supervision of corridors between lessons
- Openly discussing differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as children in care or those with caring responsibilities.
- Challenging practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Working with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively creating “safe spaces” for vulnerable children and young people.
- Assemblies
- Anti-Bullying week
- Internet Awareness week
- Display materials around the school by a variety of means (posters, website etc)
- Behaviour plans for individuals
- Positive achievement assemblies 6
- PSHE sessions on E-safety and bullying
- Parents/Staff/Student surveys
- External Drama workshops/performances

**Response to reported incidents****Stage 1: First occurrence of child-on-child abuse**

The incident must be reported to the Academy within a timeframe that allows for effective investigation. Incidents can be reported by the victim, parents or peers.

Every reported incident will be investigated by pastoral leaders or the behaviour team. Victim and perpetrator will be spoken to and supported in reflecting upon the incident. This may include written statements being taken to further establish the facts of the incident.

In all reported incidents parents/carers of both victim and alleged perpetrator will be contacted by a member of the pastoral or behaviour team. If appropriate; sanctions will be put in place for the perpetrator. Sanctions will be informed by the severity of the incident and could include detention, Inclusion, Suspension or Permanent Exclusion

All incidents are logged on the Academy system under the category of child-on-child abuse in line with KCSIE 2023 guidelines

**Stage 2: Repeat incident of child-on-child abuse (verbal bullying, physical bullying, cyber bullying).** If a repeat incident between initial alleged perpetrator and victim takes place it must be reported to the Academy by student or parent within a timeframe that allows for effective investigation. Incidents can be reported by the victim, parents or peers.

Investigation will ensue including the taking of statements from victim, alleged perpetrator and any appropriate objective witnesses. Parents/carers of both victim and alleged perpetrator will be contacted by a member of the pastoral or behaviour team

The incident will be recorded on the Academy system under the category of 'child-on-child abuse' and escalated sanctions will be put in place. These will be clearly communicated home by a member of the pastoral or behaviour team. Sanctions will be informed by the severity of the incident and could include detention, Inclusion, Suspension or Permanent Exclusion

**Stage 3: Further incidents of child-on-child abuse (verbal bullying, physical bullying, cyber bullying)** Ongoing bullying behaviour towards the same victim from the same alleged perpetrator must be reported to the Academy by student or parent within a timeframe that allows for effective investigation. Incidents can be reported by the victim, parents or peers.

Investigation will ensue including the taking of statements from victim, alleged perpetrator and any appropriate objective witnesses. Parents/carers of both victim and alleged perpetrator will be contacted by a member of the pastoral or behaviour team

If investigations uphold the allegation; escalated sanctions will be put in place which could include a fixed term of suspension from the Academy or Permanent Exclusion

Based upon legislation in the Children Act (1989), in serious cases, it may also be appropriate to consider the bullying as a child protection concern if 'there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school must report their concerns to the Local Authority's safeguarding services and may draw on external professionals to support the victim or to tackle issues which have contributed to a child becoming a perpetrator of bullying. As a last resort, the school may report a bullying issue to the police; particularly if staff feel that the nature of the bullying contravenes the law, and other measures have been unsuccessful in preventing its recurrence.

### **Recording and Monitoring of Incidents**

Any incidents of unkindness or proven incidents of bullying are logged under the category of 'child-on-child abuse'. In accordance with guidance from the DfE incidents of a prejudicial nature including racism, homophobic, trans-phobic, Bi-phobic, disablist and religion-based are subject to escalated sanctions. After an incident has been investigated and resolved, a period of monitoring will take place by the Pastoral Lead with follow up contact with student and parents/carers before monitoring ceases, this period would usually be 4 – 6 weeks.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the incident should be referred to the Senior Designated Person for Child Protection (Inclusion Leader).



Although bullying is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassment, threatening behaviour or some communications could be considered a criminal offence or hate crime.

**If it is felt that an offence may have been committed, the incident will be reported to the Police by a member of the Safeguarding Team.**

### **Support for students engaging in bullying behaviour**

There are many reasons why children engage in bullying behaviour:

- They want to fit in with a group of friends who are picking on another child
- They are getting bullied at home or school and are trying to regain a sense of power by acting aggressively towards others
- They are looking for attention from teachers, parents or peers and haven't been successful in getting it in other ways
- They have a tendency to perceive the behaviour of other children as hostile even when it is not
- They do not fully grasp how their behaviour is making their victim feel

Pastoral support will be put in place for students engaging in bullying behaviour to help to identify the root cause of the issue. This will include meeting with parents to approach the issue together.

### **Support for victims of bullying behaviour**

Victims of child-on-child abuse will be supported in the following ways:

- A Contextual risk assessment and safety plan may be completed to assess any additional factors that may be creating risk of the victim
- Additional pastoral check-ins will be conducted, these may be at pre-agreed times or during break and lunch times
- Victims will be signposted safe spaces at break and lunch time, it is not expected that a victim of bullying should have to choose not to access the Academy fully at break or lunch however it is our experience that knowing where quiet supervised spaces are can reduce stress felt at these times
- Frequent updates home to parents will be provided by their pastoral leader in the form of emails and telephone calls
- Mental health signposting will be undertaken if the victim is experiencing symptoms of poor mental health

**Child-on-child abuse; investigation flow chart**