

The Hundred of Hoo Academy Primary Phase

Anti-Bullying Policy



Version	1.1
Policy Status	Live
Date of Issue	September 2025
Date to be Revised	September 2026
Revisions	August 2025: <ul style="list-style-type: none"> ● Safeguarding governor update ● Reference to KCSIE 2025 ● Reference to Bullying Log being held on Bromcom
Principal	Mr M. Etheridge
Governor	Mrs Sarah Bonathan

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Key Contacts

Leadership Staff Responsible for the policy: Mike Etheridge (Primary Principal)

Designated Safeguarding Leads: Lee Webb (DSL), Mike Etheridge (Primary DSL), Andrew Bullock (Primary DDSL), Hannah Chandler (Primary DDSL), Emily Murrells (Primary DDSL)

Named Governor with lead responsibility: Sarah Bonathan (Safeguarding)

1. Policy Objectives

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” 2025 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.

This policy aims to ensure that all young people in the Academy grow into model, caring citizens who display good manners and will go on to succeed in all walks of life

2. Legislation

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

3. Roles and Responsibilities

The Hundred of Hoo Academy community recognises that all forms of bullying, especially if left unaddressed, can have a detrimental effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our Academy can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

The Hundred of Hoo Academy Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND or those identifying or perceived to be a member of the LGBTQ+ community. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide well being appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the Academy to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line

with our complaints policy

- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

It is also the responsibility of:

- The Principal, to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- The Governors, to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers, to support their children and work in partnership with the school.
- Pupils, to abide by the policy.

4. Definition and Types of Bullying

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017). Bullying is recognised by the Academy as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

- **Verbal Bullying:** Name calling, abusive nicknames, teasing, spreading rumours, aggressive tone of voice, taunts, abusive phone calls, etc.
- **Physical bullying:** Pushing, shoving, punching, kicking, tripping, pinching, biting, hair pulling, fighting, etc.
- **Intimidation or gesture bullying:** Making faces, aggressive stance or stare, aggressive body language, pointing, shaking your fists, etc.
- **Exclusion or isolation bullying:** The silent treatment, deliberately isolating, ignoring or excluding from group activity, etc.
- **Name-calling:** Persistent name calling referring to physical appearance or academic performance (either high or low), etc.
- **Sexual Harassment:** Remarks of a suggestive sexual nature,
- **Extorting bullying:** Demands for money or personal possessions, equipment, lunches, bus fares, daring or forcing the victim to steal, etc.
- **Damaged property:** Graffiti, scribbling on or tearing books or clothes, interfering with personal property, folders, Academy bags or sports gear, etc.
- **Cyberbullying:** Sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- **Prejudicial bullying** (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)

- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Bullying can be shown through any of the following:

- Threatening behaviour (psychological, intimidation)
- Using physical violence
- Using unpleasant words – insulting comments, mocking, verbal abuse
- Stealing property, taking or demanding money
- Deliberately upsetting people
- Sending unpleasant or unsolicited text messages/images
- Using the internet/social media/technology to spread unpleasant rumours (cyber bullying)

Single, one-off incidents are not usually bullying, but still must be reported to social media sites if necessary

5. Pupil Responses to Bullying

5.1 Pupils Being Bullied

If a pupil feels they are being bullied the Academy offers this guidance:

- Tell someone immediately – Class teacher, member of the safeguarding team, another staff member, parent/carer, etc.
- Tell yourself that you do not deserve to be bullied, and that it is wrong. Be proud of who you are, it is good to be an individual.
- Stay with a group of friends/people – there is safety in numbers.
- Be assertive – walk confidently away. Go straight to a teacher or another member of Academy staff. You will get support straight away.

5.2 Pupils Witnessing Bullying

If a pupil witnesses an incident they feel may be perceived as bullying the Academy offers this guidance:

- If you feel you cannot get involved supportively – go and tell an adult immediately.
- Watching and not doing anything looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own. All pupils are expected to walk away from a situation. Pupils encouraging pupils to engage in bullying or fighting will receive a consequence. This includes pupils recording or taking images of bullying or fighting inside the academy or when representing the academy off-site.
- Do not pretend to be friends with a bully.
- Teachers have ways of dealing with bullies without you getting into trouble. Teachers will always support the victim and there will be consequences for bullies.

If you feel you cannot tell a teacher or a member of staff you can anonymously place a letter in the worry box in your classroom.

6. Academy Responses to Bullying

6.1 Responding to Bullying in the Academy

The following steps may be taken when dealing with all incidents of bullying reported to the Academy:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The Academy will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- A member of the primary phase senior leadership team will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The Academy will speak with and inform other staff members, where appropriate.
- The Academy will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the Academy Behaviour Policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
- A clear and precise account of bullying incidents will be recorded by the Academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken on Bromcom logged as 'Bullying'.

6.2 Responding to Cyberbullying

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	Minimum Age 13
Facebook	Minimum Age 13
Instagram	Minimum Age 13
Snapchat	Minimum Age 13
Reddit	Minimum Age 13
Pinterest	Minimum Age 13

Linkedin	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
- Block the other persons number/removing people from contact lists
- Report the concern to the appropriate platform
- Keep any evidence (screenshots) of the bullying activity to assist any investigation.
- If a criminal offence has been committed inform the police
- Inform the Academy if necessary, this would usually be in relation to a Safeguarding concern or a threat of harm to a child.

If there were a number of incidents that the Academy constitute as cyberbullying the Academy will consider its response, which may include some or all of the following:

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Take all available steps where possible to identify the person responsible if an Academy Chromebook has been used This may include:
 - Looking at use of the school systems;
 - Identifying and interviewing possible witnesses;
 - Contact the service provider and the police, if necessary.
- Work with individuals to prevent the incident from spreading by confiscating and searching pupil' electronic devices, such as mobile phones, in accordance with the Academy searching and confiscation policy.
- Requesting the deletion of locally-held content and content posted online if they contravene the Academy behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the Academy will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

If an Academy chromebook is used or if any content is sent from an Academy email address, consequences will be applied as outlined in the Academy Behaviour Policy.

7. Consequences of Bullying

Pupils who engage in bullying behaviour should be aware of the consequences of their actions and the sanctions likely to be implemented. The consequences given for bullying will be decided on an individual basis. These may include:

- Having to make a written apology
- A reprimand by a senior member of staff
- A restorative justice approach by a senior member of staff
- Involvement of parents/carers (essential at an early stage for serious incidents)
- Weekly or daily reports
- Interviews with members of academy staff
- Loss of privileges
- Removal from class
- Internal isolation or alternative school placement
- Support of local PCSO
- A suspension or exclusion from the Academy and in extremely serious cases, the involvement of the police may be sought

8. Supporting Pupils

8.1 Victims of Bullying:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

8.2 Perpetrators of Bullying:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to the service provider.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement

from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

9. Preventing bullying

9.1 Environment

The whole Academy community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

9.2 Policy and Support

The whole Academy community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

9.3 Education and Training

The Academy community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of

bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, the PSHRE programme, assemblies, peer support, the Academy/student council.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

11. Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the Academy does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the Academy website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Provide parents with regular online advice via our partnership with National Online Safety platform
- Work with all parents/carers and the local community to address issues beyond the Academy gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

13. Useful links and supporting organisations

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

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: 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
- DfE: SEND code of practice:
www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
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
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

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

LGBTQ+

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body:
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
- 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
- Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying