

Young Women's Hub Anti-Bullying Policy

Updated September 2026

**Approved by Trustee Board: pending – review due
September 2026**

To be reviewed September 2027



Educate. Nurture. Inspire.

Introduction

Our school is committed to developing an anti-bullying culture where bullying of adults, children or young people is not tolerated in any form.

This policy outlines the steps our school will take to prevent and address all forms of bullying. It 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 2026: statutory guidance for schools and colleges" (September 2026).

Links with other school policies and practices

This Anti-Bullying Policy forms part of the school's overall approach to promoting positive behaviour and should be read alongside the school's published Behaviour Policy. The Behaviour Policy sets out the school's expectations for conduct, rewards, support, interventions, and sanctions; this policy explains how those principles apply specifically to the prevention, identification, reporting, and management of bullying. Where bullying behaviour is suspected or confirmed, staff will follow the procedures in this policy alongside the Behaviour Policy to ensure that responses are consistent, proportionate, restorative where appropriate, and focused on safeguarding and promoting the well-being of all students.

This policy should be read alongside the following organisational policies:

- Behaviour Policy
- Equity, Diversity and Inclusion Policy
- Child Protection and Safeguarding Policy and Procedures
- E-Safety Policy

Links to legislation

Several pieces of legislation outline measures and actions for schools and colleges in response to bullying, while also providing guidance under criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- The Independent School Standards (England)(Amendment) Regulations 2012
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986

Responsibilities

It is the responsibility of:

- The Head of School is responsible for communicating this policy to the school community, ensuring that disciplinary measures are applied fairly, consistently and reasonably, and naming a member of the senior leadership team to take overall responsibility for anti-bullying practice.
 - The Trustees will take a lead role in monitoring and reviewing this policy.
 - All staff, including governors, senior leadership, teaching and non-teaching staff, will support, uphold and implement this policy accordingly.
 - Parents/carers will support their children and work in partnership with the school.
 - The school will ensure that students understand this policy and why it is essential.

Definition

- 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 can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can consist of 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.
- The school recognises bullying as a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s and young people’s emotional development.

Forms and types of bullying covered by this policy

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

- Bullying related to physical appearance.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying related to physical/mental health conditions.
- Physical bullying.
- Emotional bullying.
- Sexual bullying.
- Bullying via technology, known as online or cyberbullying.
- Prejudicial bullying (against people/students 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/biphobia bullying).
- Gender based bullying, including transphobic bullying.
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

School Ethos

In our school, we strive to create a happy, safe and caring environment where everyone feels safe. All cases of bullying are severe, and any behaviour that adversely affects the well-being of another will not be tolerated.

Some individuals may experience considerable difficulties with communication, social interaction, and empathy, which can affect their ability to reflect on the impact their behaviour has on others or to manage their behaviour. These difficulties can mean that some students are less likely to intentionally ‘bully’ others, although behaviour that could be considered bullying does occur on occasion. While these actions may not have the same degree of intention as is typically associated with bullying, their effect on the targeted individual or individuals is the same, and therefore, they must be addressed.

Staff responses to challenging behaviour should take account of each student’s individual needs.

Aims

Every member of staff has a responsibility to work towards eradicating any incidents and types of bullying in our school.

The policy aims to help community members address bullying when it occurs and, more importantly, prevent it.

Every member of staff has a responsibility to report any incident of bullying that comes to their attention and to work towards eradicating all incidents and types of bullying in our school. We will always take reports of bullying seriously and log them on CPOMS.

The aims of the school's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Recognising the indicators that bullying is occurring

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, irregularities in appetite, feigning illness, refusing to attend school or clinging to adults. There may be evidence of changes in personal habits, a lack of concentration or high levels of distractible behaviour. A pupil may become super-vigilant. Staff know individual behaviour patterns well, and when these patterns change, the possibility of bullying must always be considered.

Students must be encouraged to report bullying. Student advocates must report possible bullying on behalf of their charges and, where possible, implement communication strategies that allow students to express their feelings. Students' communications must be listened to.

Staff must be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it, following school policy.

Understanding why bullying is occurring

Many experts say that bullying involves an imbalance of power between the perpetrator/s and the victim. This can involve perpetrators controlling the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest in several ways: it may be physical, psychological (knowing what upsets someone), based on an intellectual imbalance, or driven by access to group support or the ability to isolate someone socially. It can result in the intimidation of a person or persons through the threat of violence or by separating them, either physically or online.

Other reasons or motivations given for bullying include bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying.

We review the reasons for bullying on a case-by-case basis.

Implementation

Preventative strategies include:

- Using our extensive knowledge of students and strong relationships with home to recognise any changes that might result in 'bullying' behaviours.
 - Changes to individual behaviour plans.
 - A functional assessment to understand the motivation underpinning the behaviour change.
 - Talking to students about issues of difference through dedicated events or projects.
 - Talking with students about how to manage their feelings and emotions.
 - Ensuring that all students are appropriately supervised.
 - Ensuring that all members of staff are familiar with the policy.
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- Watching for early signs of distress and ensuring that students can communicate; listening to what they are saying.
 - Ensuring that appreciation and respect for all cultures are promoted.

- Ensuring that all students have the means to communicate when verbal communication is challenging.
 - Ensuring that teaching students about bullying and its impact is embedded throughout the curriculum offer.
- Ensuring that monitoring and filtering software effectively protects students from cyber-based bullying.

The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with at once by the member of staff who has been approached.
 - A clear account of the incident will be recorded on CPOMS and shared with the appropriate member of SLT, who will act with delegated responsibilities on behalf of the Head of School.
 - The relevant SLT member will interview all those concerned and keep a record of their findings.
- Information is gathered about the incident before any conclusion is made about whether the incident was bullying behaviour – both the pupil suspected of ‘bullying’ and the ‘victim’ will be listened to carefully.
- Relevant staff and parents/carers will be kept informed.
- If the issue persists, then further support meetings (with parents and staff) will be held.
- In cases where a crime has been committed, or a student is believed to be in imminent danger or risk, the appropriate authorities (police, LA) will be informed immediately before any internal investigation. At this point, we will follow our Safeguarding procedures.
- If it is suspected that the bullying involves staff against students, then the disciplinary procedure will be acted upon, and a safeguarding concern will be raised.
- If internet/social media-based bullying is suspected within school, steps MUST be taken to check if the filtering and monitoring software protection can be improved.

Students

Bullying behaviour or threats of bullying must be dealt with immediately.

Students who have been bullied will be supported by:

- Immediate support and reassurance.
- Restoring self-esteem and confidence.
- Participating in a restorative justice conversation, where appropriate.

Students who have displayed bullying behaviour will be helped by:

- The pupil displaying bullying behaviour will be informed of the concern and supported to understand the impact of their behaviour, repair harm where appropriate, and develop more positive ways of interacting with others.
- Discovering more about the situation to help restore positive behaviours.
- Informing parents/carers to help change the behaviour of the pupil.
- Participating in a restorative justice conversation, where appropriate.

We aim to use positive methods to create and restore appropriate behaviours. Solely disciplinary action is not considered the right response within our environment and Positive Behaviour Support ethos.

We promote positive behaviours, social skills, and emotional well-being throughout the curriculum (e.g., PSHE and subject areas, as appropriate).

Monitoring, evaluation and review

The school will review this policy annually to assess its implementation and effectiveness. This will be done through positive action based on Incident Reports and through ongoing feedback from staff and students (including Pupil Reviews).

As part of the annual review, the school will check that anti-bullying procedures remain aligned with the published Behaviour Policy, including expectations for conduct, recording systems, support, interventions, sanctions and restorative approaches.

The policy will be promoted and implemented throughout the school, and staff will receive training as part of their induction and annually thereafter to ensure all staff understand their responsibilities and how to implement them effectively.

Equal opportunities

The diversity of cultures is represented in the books, materials, and equipment used within the school. Activities are organised to help students share respect for and appreciate a wide range of cultures and activities. Each child's culture is recognised and treated with respect across the curriculum, and where possible, children are encouraged to share their experiences and knowledge to raise their self-esteem. If a child's culture or race might be a factor in an occurrence of bullying, staff should refer to Procedures for Dealing with and Reporting Racial Incidents.

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: <https://carers.org/about-us/about-young-carers>
- The Restorative Justice Council: <https://restorativejustice.org.uk/restorative-practice-schools>

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-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 headteacher/principals 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: <https://www.kickitout.org/take-action/resources>
- 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: <http://www.theredcard.org/>

LGBT

- 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/colleges Out: <http://www.schools-out.org.uk/>

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- Disrespect No Body: <https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying> *Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)*
www.gov.uk/government/publications/preventing-and-tackling-bullying DfE research into anti-bullying practices: <https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying>

Head of School