



# YOUNG WOMEN'S HUB

---

Educate. Nurture. Inspire.

## Anti-bullying policy

**May 2021**

Young Women's Hub  
Anti-bullying policy  
Updated May 2021  
To be reviewed May 2022

## Aims

This policy will support staff to achieve the vision of the school, which is that the

**“Staff and trustees at the Young Women’s Hub, are committed to providing a caring, friendly and safe learning environment for all young women, so that they are able to learn in a relaxed, safe and secure atmosphere.**

**The Young Women’s Hub are committed to promoting equality and diversity and ensuring the well-being of all members of the community.**

**The Young Women’s Hub’s clear intention is to promote good behavior and to exercise our responsibilities in ensuring the safeguarding and welfare of all students and staff within the school”.**

Bullying is anti-social behavior and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur within the school, this includes indirect or direct bullying, all students should be able to tell staff and know that incidents will be dealt with promptly and efficiently.

Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities which are available at school.

**“Young Women’s Hub is a ‘TELLING’ school”.**

**This means that anyone who knows that bullying is happening within the school community is expected to alert staff immediately.**

The above statement will ensure that the school provides an environment where every student can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution

To protect the rights of all students to have a safe and secure learning environment the school will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school’s ability to educate students and a student’s ability to learn. If such a case arises, the staff are to follow the anti-bullying guidelines as laid out in this policy.

**This will enable staff to:**

- Identify students displaying unacceptable behavior and know how to support them in order that they develop the necessary skills to participate within the school community effectively and positively
- Keep all other students safe, happy and confident

## Clarification of terms

### Definition of bullying

A bully is defined as someone who deliberately sets out to hurt another person on more than one occasion. Bullying results in pain and distress to others. Bullying is deliberately hurtful behaviour and is repeated over a period of time. All students have upsets and squabbles; these are not classed as bullying and are dealt with through the Behavior Policy.

The charity N.S.P.C.C. has stated that Bullying is:

**‘The persistent intentional harming of another person within an unequal power relationship.**

### Peer on peer abuse

Students may be harmed by other students or young people. Staff will be aware of the harm caused by bullying and will use the school’s anti-bullying procedures where necessary. However, all staff recognise that students can abuse their peers and should be clear about the school’s policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can take many forms, including:

- Bullying (including cyber bullying)
- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour/sexual abuse/rape such as inappropriate sexual language, touching, sexual assault and rape
- sexting, including pressuring another person to send a sexual imagery or video content sexting. There is no accepted definition of ‘sexting’, but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The [UKCCIS advice document](#) refers to this as ‘youth produced sexual imagery’.
- Up skirting is now a criminal offence. The definition included describes up skirting as “taking a picture under a person’s clothing without their knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm” (DFE, 2019a)
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- initiation/hazing - used to induct newcomers into an organisations such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- prejudiced behaviour - a range of behaviors which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality. In particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

## Cyber-bullying

The development of internet and mobile phone technology has provided different tools and methods for bullying others that we call cyber bullying. However, fundamentally it is driven by the same behaviour and motivation as any form of bullying.

### Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a student. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person

responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might do face-to-face.

Cyber bullying can include sending or posting of harmful messages, comments and images online or through mobile phones, exclusion from social networking and impersonating of others to cause harm. Cyber bullying is dangerous because it avoids confrontation with the victim and enables those who have a mobile phone or a computer, and a willingness to terrorise others, the opportunity to hide their identity whilst circulating to a large audience without thinking of the hurt caused. Cyber bullying disempowers young people rapidly and frequently causes uncertainty for the adults supporting them. It is important in such cases to understand the agencies available to support and clarify such actions whilst at the same time recognising that the needs of the victim require the same level of support as those involved in direct bullying. Bullying and crime. There are times that bullying behaviour becomes criminal - but not all bullying behaviour is criminal.

### Types of bullying

Bullying can be:

Cyber/Online: Threats via social networking, text message, email or internet chatroom.

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) Ignoring, talking behind backs, staring, writing unpleasant notes/letters/graffiti.

Physical: pushing, kicking, hitting, punching or any use of violence

Racist: racial taunts, graffiti, gestures

Sexual: unwanted physical contact or sexually abusive comments

Homophobic: focusing upon the issue of sexuality

Verbal: name-calling, sarcasm, spreads rumors, teasing.

Nonverbal: Getting people into trouble, leaving out of games, writing text messages/letters

Ostracising: Making someone feel left out and different by deliberately setting out to exclude them

### Types of cyber-bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigrating including threats of physical harm

## **Bullying Behavior**

There are two types of bullying behavior – direct and indirect. Direct bullying takes place between the victim and the wrongdoer(s). Indirect bullying is often associated with social rejection by a wider peer group.

### **Types of bullying as indicated by the Anti-Bullying Alliance**

Bullying includes a wide range of repetitive behaviors with the intent to cause harm. For example, name calling, offensive comments, hitting, kicking and shoving, theft or harm to belongings, graffiti, coercion, spreading of harmful messages through gossip, sending or spreading messages and images through mobile phones and the internet, deliberate exclusion from play and isolation.

### **Bullying linked to prejudice and discrimination**

Bullying can also be linked to prejudicial behaviour or targeting of certain individuals or groups – for example homophobic bullying, bullying of students with special educational needs and disabilities, bullying related to health conditions and allergies, bullying related to race and religion, bullying of students in care, bullying of students who care for their parents or their siblings (young carers), and gender based bullying (e.g. transphobic, sexual and sexist bullying).

### **Bullying related to appearance**

We also know that students and young people can be subjected to bullying related to their physical appearance (e.g. weight, height, disfigurements, hair, teeth, skin conditions, glasses and clothes).

### **Sexual bullying/exploitation**

Sexual bullying is any behaviour with a sexual element that is harmful, non-consensual and repeated.

For example, this could include sexual comments and name-calling, spreading of sexual rumors, use of technology to spread sexual gossip, comments or images, exposing body parts and non-consensual touch (e.g. touching body parts, pulling bra straps, raising skirts, pulling down trousers). Sexual exploitation is a safeguarding issue and requires prompt, multi-agency working to address the issues within gangs and groups.

Schools and Colleges should refer to the Department for Education Sexual Violence and Sexual Harassment between Studentren in Schools & Colleges Guidance 2017.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenstudentren-in-schools-and-colleges> Is cyber bullying different?

### **Some examples of bullying behaviour that could be considered criminal include:**

- threatening or actual physical assault
- threatening or actual sexual assault
- the use of technology to bully and harass
- theft
- coercing others to commit a crime
- hate crime (e.g. racism)

### **Actions NOT considered to be bullying**

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Making other kids play things a certain way
- A single act of telling a joke about someone

- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behavior, intimidation, or meanness

### Who may be a target of bullying?

**Anyone may be targeted by bullying at any time in their life, but people who are bullied may:**

- Feel they lack power
- Have low self-esteem
- Have a very keen interest in learning
- Be vulnerable and isolated
- Be disabled
- Be perceived as being different, i.e. socially or racially
- Be particularly kind and considerate to their peers
- Be gentle and loving and put the feelings of others before their own feelings.
- Generally want to conform and respect the school rules

### Reasons for bullying

Some reasons why students might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other students' differences
- They are jealous of another student
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

### The effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each student's response to being bullied is unique, however some signs that may point to a bullying problem are:

- Depression, anxiety, increased feelings of sadness, low self-esteem & loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating.
- Students may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide.

### How to Deal with a Bully

- We can all make a difference!
- Tell someone, we are a telling school.
- Listen carefully to the victim.
- Help the person to build confidence.
- Use assertion techniques, such as practice saying 'No' and walking away.
- Encourage the person to talk openly about their feelings.

- Don't ignore it
- Encourage students to talk to friends, parents, and teachers.
- Students who feel they have been bullied will be supported by:
- Being offered an opportunity to discuss the experience with a member of staff without delay.
- Being offered continuous support.
- Helping them to restore their self-esteem and confidence.
- Have access to an adult in the school who believes in the student and in their situation.

**Students who have bullied will be helped by:**

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrongdoing and the need to change
- Informing parents if appropriate to help change the attitude of the pupil
- Being punished appropriately

**Outcomes**

- 1) The bully may be asked to genuinely apologise and to begin to realise the victims' feelings. Other consequences may take place.
- 2) If possible, the students will be reconciled.
- 3) After the incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 4) The bully/bullies may be asked to fill in a reflection sheet
- 5) The victims and bullies will work with their class teacher or other member of staff to try to improve their relationship.

**Prevention**

- 1) Clear school values.
- 2) Home / School Agreement.
- 3) Positive Behaviour Policy.
- 4) Expressing feelings about bullying in letters, stories, poems.
- 5) Class discussions about bullying and why it matters.
- 6) Delivering British Values
- 7) Attendance on training courses/conferences for teaching staff
- 8) Sharing of the Anti-Bullying Policy with all school staff.
- 9) A clear set of rewards and sanctions understood by the students.

**Anti-Bullying Week**

The school will participate in the NSPCC Anti-Bullying week initiative. During that week there will be a heavy focus on the theme of anti-bullying and what the students can do to prevent it from occurring.

**Safer-internet Day/Week**

The school will participate in NSPCC Anti-Bullying and UK Safer Internet Centre initiatives. At various times in the school year, all students will be learn how to stay safe and remain respectful online.

## **Roles and responsibilities**

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behavior policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Young Women's Hub have developed this Anti-Bullying Policy, a copy of which is available from the school office and on the school website for parents, staff and students to access when and as they wish. Schools have the legal power to make sure students behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. Where appropriate, the head of school or staff can choose to report bullying to the police or local council. During school hours, including while students are taking part in school visits, after school clubs and cyber bullying, the school has a direct responsibility to ensure students feel safe and secure.

## **The role of the Trustees**

The Governors supports the Head of school in all attempts to eliminate bullying from the school. The Governors will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The Governors monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The trustees require the Head of school to keep accurate records of all incidents of bullying and to report to the trustees on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the chair of trustees. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

## **The role of the Head of School**

It is the responsibility of the head of school to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The head of school will report to the governing body about the effectiveness of the Anti-Bullying Policy on request.

It is the head of school who must ensure that all students know that bullying is wrong, and that it is unacceptable behaviour in school. The head of school will draw the attention of students to this fact at suitable moments. For example, the head of school may decide to use an assembly as the forum in which to discuss with the students why bullying is wrong.

The head of school will ensure that all members of staff receive enough training to be equipped to identify and deal with all incidents of bullying.

The head of school will set the school climate of mutual support and praise for success, so making bullying less likely. When students feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **The role of the staff**

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's Anti-Bullying Policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures regarding behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help students understand the feelings of bullied students and to practise the restraint required to avoid lapsing into bullying behaviour. Time will also be used to praise, reward and celebrate the successes of all students, and thus to help create a positive atmosphere.



Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the student responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the head of school with a copy in order that he/she can decide on an action. All cases are individual and various strategies will be employed by the head of school to address the issue.

Teachers and support staff will do all they can to support a student who is being bullied.

### **Bullying in the workplace**

Incidents, where it has been deemed that a member of staff has been bullying a student, will be taken very seriously. The head of school, with the support of the trustee board, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the head of school being involved in such incidents, reports will be given immediately to the chair of trustees who will also take formal action where necessary.

### **The role of parents/carers**

Parents/carers, who are concerned that their student might be being bullied or who suspect that their student may be the perpetrator of bullying, should contact their student's class teacher immediately in a calm manner. If they are not satisfied with the action taken they should contact the head of School. If they remain dissatisfied, they should follow the procedure detailed above.

Parents/carers have a responsibility to support the school's Anti-Bullying Policy by actively encouraging their student to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

### **The role of students**

Students are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the students are taught a number of strategies to help them with this.

Students are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another student, are being bullied.

### **Procedures**

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. Chloe Scott or Philippa Wall must be informed immediately of any bullying incident that has taken place.
3. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.
4. Chloe Scott or Philippa Wall will interview all concerned and will record the incident in the "My Concern."
5. Parents/carers will be kept informed by Chloe Scott or Philippa Wall.
6. Tutors and learning support assistants will be kept informed and asked to monitor the situation.
7. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of lunchtime activities, fixed term and in the event of persistent bullying, the feeder school will be informed and permanent exclusion may be an option. Where appropriate, the head of school may inform the police.

8. There will be a biannual audit and analysis of incident logs and interventions to continually improve practice.
9. Where incidents of bullying are recorded outside of school, and involves students from the school and where the incidents are such that the student who is involved feels unsafe to enter the school premises, then a full investigation will take place, this may involve the perpetrator being excluded for a period of time until the investigation is complete.

#### **Monitoring, evaluation and review**

1. Trustees, the head of school and relevant staff will review this policy biannually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. The school council will review the effectiveness of the policy biannually and their views given to the head of school.
3. A student questionnaire will be given to a representative cross section of students every year. The resulting data will be considered in the annual policy review and reported to trustees
4. A record of all such incidents will be kept both centrally and on student files
5. The number of incidents will be reported to trustees annually or provided to them at any time on request
6. Bullying data will be analysed to reflect and re-design further strategies to improve procedures

#### **Strategies to reduce bullying**

THE YOUNG WOMEN'S HUB has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behavior, including:

- the consistent promotion of the school's code of behaviour which requires all students to respect the rights of others
- the reinforcement of the clear message that Bullying has no place at THE YOUNG WOMEN'S HUB
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on anti-bullying policy and strategies to combat bullying
- supervision by school staff of all areas at lunch times
- providing information to all parents/carers on the symptoms of bullying and the steps to take if they suspect that their student is being bullied
- mobile phones not permitted to be in use during school hours, mobile phones are taken by Chloe Scott at 9.30 am and returned at 3pm.
- the celebration of all students' backgrounds and cultures through registration, circle time and other designated lessons
- during registration and PHSE learning sessions discuss and explore bullying issues with the students
- raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, email, internet)
- ensuring all websites accessed in school are screened. The software used screens the language used in all documents, emails, and websites. Rude or offensive emails, websites, documents are sent to the Head of School. Action will be taken and recorded
- effective recording systems
- work with multi-agency teams including police and students' services as appropriate
- contact the parents/carers of both the student being bullied and the bully
- Challenge sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language.

### **Useful websites**

[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
[www.studentline.org.uk](http://www.studentline.org.uk)  
[www.kidscape.org.uk](http://www.kidscape.org.uk)  
[www.each.education](http://www.each.education)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.youngstonewall.org.uk](http://www.youngstonewall.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)  
[www.stoptextbully.com](http://www.stoptextbully.com)  
[www.beyondbullying.com](http://www.beyondbullying.com)  
[www.studentnet-int.org](http://www.studentnet-int.org)  
[www.cyberbullying.org](http://www.cyberbullying.org)  
[www.chatdanger.com](http://www.chatdanger.com)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Emma Moore-Chair**

**Philippa Wall-Head of School/Safeguarding lead**

**Chloe Scott-Deputy safeguarding lead**

