

Anti-Bullying Policy

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The ethos and working atmosphere at Hampton School (the School), together with this policy, aim to promote and instil values such as respect, tolerance and care for all: it is the responsibility of the whole community, pupils and adults alike, to uphold these values. All members of Hampton's community have the right to remain free from bullying or the fear of bullying. All members should feel free to be able to report any concerns related to bullying in the certain knowledge that those concerns will be listened to, and the matter investigated by those competent to do so. Those who report an incident of bullying or suspected bullying will be able to do so in safety.

We regard any form of bullying as entirely unacceptable. We do not accept "I was just ..." or "I was only ..." as excuses. No pupil at Hampton has the right to indulge in behaviour that produces such unhappiness.

However, in any society incidents of bullying are likely to occur. It is foolish to close our eyes to the issue of bullying, or to pretend that bullying does not happen.

This policy covers behaviour on the School premises, during School time, but also behaviour away from the School or online.

Definition of Bullying

Bullying may be defined as the hurting, harming or humiliating of another person, usually repeated over time, although it can occur in single instances. It is behaviour that is meant to inflict, or result in inflicting, distress and unhappiness.

It does not necessarily take the form of physical violence, intimidation or the threat of it; it can happen through verbal abuse, persistent and unremitting name-calling, mimicry or deliberate exclusion and unpleasantness.

Bullying includes the inappropriate treatment of others on grounds of race, religion, culture, gender, sexual orientation, special educational needs or disability (indeed, any form of prejudiced-based bullying because of a protected characteristic), physical appearance, home or family circumstances, health conditions or academic ability. This may happen verbally, but it may also take place through emails, mobile phone messages, photographs, social networking sites, or other media (cyberbullying, including bullying using artificial intelligence (AI)) and any other form of victimisation or harassment. Bullying can be carried out by individuals or groups to individuals or groups.

Bullying can have extremely serious consequences for the victims, both physical and emotional. It often causes profound unhappiness and it can cause long-term psychological damage and even lead to suicide. Although bullying itself is not a specific criminal offence, harassment and threatening behaviour or communications are criminal offences.

Examples of Bullying

Physical bullying may involve targeting an individual and inflicting physical pain; fighting; damaging or hiding someone else's property; initiation ceremonies that are intended to cause pain, anxiety or humiliation.

Verbal bullying may involve teasing, name-calling, mockery, use of discriminatory language.

Emotional or psychological bullying may include excluding someone from a group or activity, spreading rumours, being deliberately unfriendly. There may be occasions where an individual is believed to have acted in an unacceptable way, but a response that sees widespread exclusion of that individual is still likely to be viewed as bullying.

Sexual or gender-based harassment may include making inappropriate comments about appearance or attractiveness, uninvited propositions or touching, using innuendo or inappropriate imagery.

Cyberbullying

Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, against a victim who cannot easily defend themselves; it is sometimes also known as 'online abuse'. Mobile phones, the internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. Unfortunately, however, their popularity provides the opportunity for misuse through cyberbullying.

Cyberbullying may include: unpleasant text messages, emails or comments on social media, in chat rooms through instant messaging; picture/video bullying via mobile phone cameras; unpleasant phone calls; unpleasant material placed on websites; bullying via gaming platforms, bullying using AI.

What are the Signs of Bullying?

It is not always easy or even possible to tell whether someone is upset. Young people who feel under emotional pressure may find it hard to talk.

There may be changes in behaviour, such as shyness and nervousness, demands for attention, feigned or real illness. Work and sleep patterns may change. There may be lack of concentration or withdrawal, and a pupil who is being bullied or feels vulnerable may be unwilling to attend school.

Staff Training

The School provides regular staff training and reminders about the School's **Anti-Bullying policy** and procedures. Staff are made aware that it is their responsibility to ensure any alleged bullying is dealt with appropriately in accordance with this policy. Results of bullying surveys are shared with the staff so that they are aware of any concerns or patterns that emerge. All staff must pass on any pastoral concerns about pupils to Form Tutors, Heads of Year, Assistant Head (Pastoral) or the Deputy Head (Pastoral).

Members of staff are encouraged to be vigilant for signs of bullying or potential bullying, which may include the following: nicknames and ridiculing in class; isolation from others in seating, activities or around the School; physical jostling in corridors or at the start and end of lessons; evident unhappiness of solitary individuals.

Heads of Year, along with members of the School's Senior Leadership Team (SLT), regularly review the bullying log.

All staff complete regular Safeguarding training, including an online module on ESafety. Individual senior pastoral staff have completed *Stonewall* and *Transgender Intelligence* training and they have raised awareness of the need to support pupils with protected characteristics.

Preventing Bullying: Promoting Positive Behaviour and Raising Awareness

One of the key objectives in seeking to prevent unpleasantness and bullying is to create and sustain, day-by-day, a supportive atmosphere in which people feel valued, able to be themselves, and free from intimidation.

At the School, the following are ways we try to raise awareness, promote positive behaviour and prevent bullying:

- In School Assemblies and in Year Group Assemblies focus on core values, especially the following: kindness, respect, generosity, tolerance, sensitivity towards others, citizenship and social responsibility. They stress the importance of inter-personal relationships and the value of respect

for all. There are specific year group assemblies each year on the appropriate use of language in School between pupils.

- The issue of bullying plays a prominent part in the School's PSHE programme; the programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. It focuses on the issues of tolerance and kindness in relation to individual differences. Pupils will discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or physical appearance; they will also consider children with different family situations, (such as looked after children or those with caring responsibilities); throughout they will be taught that using any prejudice-based language is unacceptable.
- Other academic lessons also provide opportunities for discussion about the differences between people and the importance of avoiding prejudice-based language.
- Members of staff are expected to act as positive role models, as are Prefects, Mentors and senior pupils.
- All new pupils are briefed thoroughly on the School's expected standards of behaviour. They are told what to do if they encounter bullying. This message is reinforced in subsequent years via Form Tutors.
- Bystanding is wrong. A bystander is someone who is aware that bullying is happening but does nothing about it. Pupils are taught to understand that if they become aware that someone is being bullied, they must report it.
- Building resilience: the pastoral system, as well as the co-curricular and academic provision all share a focus in developing pupil resilience.
- There are notices prominently displayed in each Form Room, containing an Anti-bullying statement.
- All pupils, and their parents, are given a copy of the School Code of Conduct each year.
- All reported incidents are investigated thoroughly and dealt with robustly. Strong disciplinary sanctions are given and this acts as a deterrent.
- We have a strong and experienced pastoral team (Tutors, Heads of Year, The Head of PSHE, the School Counsellors, the School Nurse) who work with the Assistant Head (Pastoral) and Deputy Head (Pastoral) and are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying.
- The School is committed to reducing the risk of bullying through staff training and through research into problem times and locations.
- Records of any incidents of bullying are kept in a bullying log in order that patterns of behaviour can be identified and monitored. This is reviewed termly by the SLT and the Heads of Year. This log is also cross-referenced against the Safeguarding register and the Log of Accidents and Incidents.
- Bullying surveys are carried out so that pupils are able to comment anonymously on any experience of bullying they may have had.
- Teachers cannot be aware of everything, and anyone involved in or witnessing bullying is told that they must speak to a member of staff. All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place. Information on *Where to go to if you need help or have a concern* is included for all pupils to read in the Yellow Diary and on notices in Form Rooms, which includes the relevant email addresses they can use to get help. All pupils have *Tootoot* logs, enabling them to raise any concerns they may have about themselves or other pupils.
- The presence of Mentors in First to Third Year form rooms can offer support and advice to pupils and can help identify issues between pupils. Role models, whether staff or pupils, can also be very influential.

Preventing Cyberbullying

- On-line safety is the responsibility of the Designated Safeguarding Lead (DSL), who is also the Deputy Head (Pastoral – JOM). The DSL works closely on ESafety with the Head of PSHE and Esafety Officer and with Pippa Message (PZM), one of the Deputy Designated Safeguarding Leads (DDSL) and Deputy Head with responsibility for the provision of IT.
- An Esafety curriculum is provided as part of PSHE lessons and is regularly revisited.
- Key Esafety messages are reinforced as part of a planned programme of whole School and individual year group assemblies.
- Pupils are taught to be critically aware of the materials and content they access online and be guided to validate the accuracy of information, aiming to build their resilience over time.
- Pupils are helped to understand the need for the **ICT Acceptable Use Policy** and **AI Acceptable Use Policy** and encouraged to adopt safe and responsible use of the digital world both within and outside of school. In particular:
 - Pupils must not use AI technology for any of the following activities:
 - The creation of deepfakes or impersonation
 - Harassment or bullying
 - Criminality, coercion, grooming or exploitation
 - Pupils must not input any personally identifiable information such as name, date of birth, address, school, email address, or any other information protected by GDPR, into an AI Tool (other than login information for an approved AI Tool). This includes uploading of images of individuals.
- Pupils are helped to understand the benefits and risks associated with social media, online posting and messaging.
- The School gives clear guidance on the use of mobile phones, laptops and the School's network. This guidance is explained to the pupils by Form Tutors and is set out in the School Code and the **ICT Acceptable Use Policy**.
- Parents: Advice on cyber safety and cyber issues is given to parents at certain Year Group Pastoral Forums for parents, as well as at specific parental information evenings organised by the Head of PSHE.
- **Filtering and Monitoring:** The Hampton School Trust (the Trust) uses Smoothwall to filter the content on the School network and Smoothwall Monitor to monitor the online behaviour of users of the network.
- The Trust's Online Safety policy outlines the Trust's approach to sexting: if staff become aware of a sexting incident, then they must report it to the DSL or a DDSL. When the School becomes aware of a sexting incident, it will follow the procedures and guidance as set out in *Sexting in schools and colleges: responding to incidents and safeguarding young people (UKCCIS)*.

Vulnerable pupils - SEN and disabilities (SEND)

- Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. There will also be a range of individual factors that result in some children being more vulnerable to bullying and its impact (for example lesbian, gay, bisexual and transgender (LGB&T) pupils) than others.
- Staff must understand the needs of all pupils, including those with special educational needs and/or disabilities. Children with SEN and disabilities can be disproportionately impacted by bullying, or child-on-child abuse, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers may make this situation worse. Staff must be aware that some pupils may lack the social or communication skills to report bullying incidents.

Procedures for Reporting Bullying

If anyone sees or is aware of any incident of bullying, of any kind, they are involved in it: ignoring the problem amounts to condoning it. **It is the duty of anyone at Hampton School who knows or suspects that bullying is taking place to tell a member of staff as soon as possible.** Normally this should be reported to the Form Tutor, Head of Year, Assistant Head (Pastoral) or Deputy Head (Pastoral), although all staff are responsible for ensuring any incident of bullying is dealt with appropriately.

We are all required to expose such behaviour, as frequently those inflicting the distress are themselves in need of help and guidance. We should also aim to help the perpetrator to adapt their behaviour and attitude. We can only achieve this if people are willing to come forward and if all cases are treated seriously. Staff will deal with the matter in confidence where possible. Children in distress may find it hard to talk or ask for help and staff should be alert to changes in behaviour and any other signs of bullying.

Pupils: if you are being bullied, witness bullying of someone else or suspect that someone else is being bullied it is important that you tell someone who may be able to help. This may be a friend, your Form Tutor, your Head of Year, one of the School Counsellors, the School Nurse, the Assistant Head (Pastoral) or Deputy Head (Pastoral) or anyone you feel you can confide in. If in doubt, use the email addresses included on the page *Where to go to if you need help or have a concern* in the Yellow Diary (First to Third Year) which are also available as a notice in each Form Room. You can also use *Tootoot* to tell the School about bullying if you would find this easier. **Anyone being bullied should tell a teacher, irrespective of any threats made or implied to deter them from doing so. Tell a teacher, tell your family, keep on speaking until it stops and do not blame yourself.**

School email addresses that may be helpful include:

safeguarding@hamptonschool.org.uk

counselling@hamptonschool.org.uk

nurse@hamptonschool.org.uk

o.morris@hamptonschool.org.uk (Mr Morris, Deputy Head Pastoral)

p.holmes@hamptonschool.org.uk (Miss Holmes, Assistant Head Pastoral)

Staff: any adult who has concerns about the bullying of a pupil should tell an appropriate colleague (in most cases this will be the Form Tutor, the Head of Year, Assistant Head (Pastoral) or the Deputy Head (Pastoral)).

Parents: any parent who has concerns about their son or about any other pupil in the School should inform an appropriate member of staff: in most cases this will be the Form Tutor, the Head of Year, Assistant Head (Pastoral) or the Deputy Head (Pastoral).

Anti-Bullying Procedures and Sanctions

- At Hampton School, we always treat bullying, including allegations of bullying, very seriously. Pupils and parents should feel confident that the School will listen to any complaint about bullying and respond to it promptly and robustly.
- When an allegation of bullying is made, pastoral staff (Form Tutor, the Head of Year, Assistant Head (Pastoral) or the Deputy Head (Pastoral)) will provide reassurance to the victim and ensure the allegation is investigated thoroughly, quickly and fairly, so that the facts are established.
- The investigation, conducted by the Form Tutor, Assistant Head of Year, Head of Year or a member of the SLT (depending on the nature of the allegation), will be conducted following the School's procedures as outlined in the School's **Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy**, a copy of which is available on the School website. The School will consider the needs of pupils with SEND when investigating bullying incidents.

- Disciplinary action taken will be informed by the School's **Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy**. Bullying is a clear breach of the **School Code of Conduct** and the full range of sanctions may be used to deal with cases of confirmed bullying. A pupil may lose their place at the School for perpetrating bullying behaviour.
- The School will take action in response to a single incident of bullying and make appropriate records to ensure single incidents do not become the first in a series of repeated bullying.
- Cyberbullying by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures, and they can be escalated to safeguarding concerns.
- The School will keep parents (of both victims and alleged perpetrators) informed if and when it may be dealing with a significant bullying situation.
- While every incident of bullying at Hampton School is entirely unacceptable, any bullying related to prejudice against protected characteristics as defined in the Equality Act 2010 will be taken particularly seriously.
- The School understands that the impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with the social, mental and emotional health of the pupil.
- Support will be offered to the victim, whether through the counselling service or by other means. The nature and level of support will depend on the individual circumstances and the level of need, but it may involve referring to children's social care services, or to Child and Adolescent Mental Health Services (CAMHS).
- It is important to consider the motivation behind the bullying behaviour. The child engaging in bullying may need support themselves.
- The School has the power to discipline pupils for misbehaving, such as bullying, outside the School premises to such an extent as is reasonable.

Bullying and Child-on-Child Abuse

Safeguarding issues can manifest themselves via child-on-child abuse, one form of which is bullying, including cyberbullying. Keeping Children safe in Education (2025) makes clear that abuse should never be tolerated or passed off as "banter" or "part of growing up".

Child-on-child abuse may involve bullying (including cyberbullying), but can manifest itself in many ways, for example the different forms child-on-child abuse can take: sexual violence and sexual harassment (including upskirting); physical abuse; sexting (or youth produced sexual imagery); initiation ceremonies/hazing-type violence and rituals. Allegations of child-on-child abuse should always be reported to the DSL or a DDSL.

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." In these circumstances the procedures in the School's **Safeguarding Policy** will be followed and any such abuse will be referred to children's social care (*Achieving for Children*).

Staff

This policy focuses on the bullying of pupils by pupils although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying. Staff members who are concerned about being bullied or harassed should refer to the School's **Staff Bullying & Harassment Policy**, the **Whistleblowing Policy** and the **Staff Behaviour Policy** [School Policies](#)

Monitoring and review

A record of incidents, the bullying log, is kept by the Assistant Head (Pastoral) and Deputy Head (Pastoral) in order to identify patterns. The Deputy Head (Pastoral) liaises with the Heads of Year and other pastoral staff to consider what can be learned from bullying incidents and to decide what action needs to be taken to prevent bullying, or to prevent recurrences of bullying behaviour.

Prejudiced –based bullying will be recorded as such to monitor the School's success in developing values of tolerance and respect.

The bullying log is also reviewed termly by the SLT, the Heads of Year and those Governors nominated as being responsible for Safeguarding. This log is also cross-referenced against the Safeguarding register, serious sanctions logs and the Log of Accidents and Incidents and is reviewed annually by the Chair of Governors.

This **Anti-Bullying Policy** is available to all pupils and parents via the School website or the Bursary.

This **Anti-Bullying Policy** is written with regard to the Department for Education (DfE) guidance document *Preventing and Tackling Bullying* (2017), *Cyberbullying: advice for head teachers and school staff* (October 2014) and *Advice for parents and carers on cyberbullying* (DFE, November 2014).