



Hyde High School

Anti-bullying Policy: Pupils

Approved by Governors:	Autumn 2025
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1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996.
- Equality Act 2010.
- DfE (2024) Working together to improve school attendance.
- DfE (2025) Keeping children safe in education.

1.2. This policy operates in conjunction with:

- Behaviour Policy
- Child protection and Safeguarding Policy
- Equality & Diversity Policy
- E-Safety Policy
- Gender and Identity Policy
- Parent Code of Conduct
- Procedure for Dealing with Persistent or Vexatious Complaints/Harassment
- Relationships, Sex and Health Education Policy

1.3. Monitoring and review

- This policy is reviewed every year by the DSL and approved by the Headteacher.

2. Introduction

2.1. The aim of the Policy is to ensure that procedures are in place to challenge bullying effectively, to improve the safety and happiness of students, to show the school cares and make it clear to bullies that their behaviour is not acceptable. It is essential that students can learn in a supportive, caring, and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when issues of bullying are addressed will students be able to fully benefit from all the opportunities provided by the school. If bullying does occur, all students should be able to report it and know that incidents will be dealt with promptly, seriously, and effectively.

2.2. Bullying is defined as repeated, offensive, intimidating, or malicious behavior intended to hurt someone physically or emotionally and is often a misuse of power. It can occur anywhere, including online. The core of the behaviour is that it is intentional and can make the victim feel unsafe or humiliated.

2.3. Bullying can affect all students in a number of ways. It may be on the grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. We ensure differences are celebrated throughout all elements of school life including the Personal Development curriculum, assemblies, the Character Curriculum, and Newsflashes.

2.4. Bullying can be physical, mental and/or verbal in nature. It may be direct or indirect. The school recognises that bullying takes a number of forms and can include:

- Name-calling.
- Discrimination - including the use of racist, sexist or homophobic language.
- Excluding someone from a social group.
- Spreading rumours.
- Damaging the property of others.
- Cyber-bullying which may involve: sending bullying text messages or emails or posting hurtful comments about people on social media, web sites or in chat rooms.
- Physical contact which may involve: poking, prodding, tripping, or other form of contact.
- Threatening behaviour.
- Physical assault.

2.5. Students who are being bullied may show changes in behaviour, such as:

- Being afraid to use the internet or mobile phone/seeming nervous and jumpy when contact is received.
- Being frightened of walking to or from school.
- Being reluctant to attend school at all.
- Changing their usual routines.
- Becoming withdrawn, anxious, or lacking in confidence.
- Finding it hard to sleep at night and feeling upset.
- Feeling ill in the morning.
- Having a smaller appetite.
- Being less successful with school work and assessments.
- Coming home with clothes torn or books damaged.
- Having possessions damaged or going missing.
- Asking for money.
- Having unexplained cuts or bruises.
- Becoming aggressive, disruptive, or unreasonable.
- Giving improbable excuses for any of the above.

2.6. Cyber bullying: The school views cyber bullying in the same light as any other form of bullying and will deal with any incidents they become aware of.

2.6.1. In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

2.6.2. If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

2.6.3. If a staff member finds other material of concern on the device that they do not suspect is related to the report of cyber-bullying, a senior leader will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

2.7. If there is any concern over one or more of these factors - indicating that bullying may be taking place - then it is essential that this is reported immediately by:

- A student reporting these concerns in person to a member of staff at the school; this may be their trusted adult (which should be noted in their planner) or any other member of staff.
- A parent reporting these concerns to staff in person, over the phone, in writing (including email).
- The use of our Help at Hyde tool which can be accessed via the school website and allows bullying to be reported (anonymously if necessary) from the perspective of a victim or a witness.
- Any such report will be treated seriously, investigated, and recorded.

2.8. Anyone may be at risk of being bullied, even an adult. The school also recognises that bullying often takes place outside of the school, but the fear generated has a significant effect on the right of each young person to feel safe at school equally, we recognise that students seldom admit to being bullied as they are often afraid of reprisals.

2.9. Hyde High School teaching and support staff must be alert to signs of bullying and act promptly and firmly against it in accordance with the school policy.

3. Responses to bullying

3.1. As a community, we recognise that bullying can become endemic unless a proactive stance is taken. We therefore routinely plan, monitor, and evaluate systems and the whole curriculum to develop a whole school approach to proactively tackling bullying; this also includes the support of the multi-agency professionals.

3.2. We endeavour to:

- Remind students that bullying can happen anywhere, including at Hyde High School, and we take it very seriously.
- Give all students guidelines about bullying, which include how to report and to provide a framework for support and advice.
- Address the topic at an early stage, within the framework of our personal development curriculum, to better equip young people to deal with the issues around bullying.
- Re-enforce the anti-bullying approach in other areas of the curriculum.
- Ensure that all adults in the school are aware of the issues, are trained to recognise any instance of bullying, and fully understand the mechanisms for dealing with cases reported to them.
- Always take any accusations of bullying seriously and act promptly.
- Always inform parents of all parties about any incidents; this may be in the form of a phone call, letter home, or inviting parents in for discussion of the situation.
- Always maintain accurate records of such incidents and action(s) taken.

- Always ensure that senior leaders are made aware of incidents of bullying.
- Adopt a student led approach. We remain flexible in responding to situations since each case will be individual and unique.
- Remember that punishment does not necessarily cure bullying and restorative action should also be offered.
- Operate on the guiding principle that each young person at Hyde High School has the right to feel safe and secure.
- To regularly consult students, parents, and staff to gain an accurate picture of the degree of bullying within the school.
- Identify vulnerable students in all year groups and provide support in raising their self-esteem and confidence.

4. Strategies to Tackle Bullying

4.1. The strategies implemented at Hyde High School are aimed to educate, mitigate, and eradicate bullying.

4.2. Proactive Strategies

4.2.1. Whole school:

- Assemblies.
- Personal development curriculum: awareness, prevention, and reporting.
- External speakers and visitors.
- Embedded throughout the curriculum.
- Staff duties to monitor social times.
- Supervised activities at social times.
- Adults modelling behaviour.
- Character development opportunities to raise confidence and strengthen the school community.

4.2.2 Additional Support:

- The Alpha Centre
- Supervised quiet spaces at social time.
- Monitored accurate list of vulnerable children.
- Form Tutors.
- Heads of Year.
- Pastoral and Safeguarding Teams.

4.2.3. Student-lead approach to tackling bullying:

- Student leadership team.
- National awareness events which may include Children in Need and Anti-Bullying weeks.
- Fund raising events.
- Assemblies and follow up Form Time activities.

4.3. Reactive Strategies

4.3.1. These strategies are implemented after the incident with a view to prevent the bullying related behaviour from happening again.

4.3.2. Bullying and harassment are specifically covered in the Behaviour Policy and sanctions include, but are not limited to:

- Apologies and restorative justice meetings.
- Informing parents via phone calls, emails, letters, or meetings.
- Official warnings to cease offending.
- Support and mentoring where there are underlying issues.
- Ensuring that any student involved with behaviour associated with bullying completes further work to help reflect, prevent, and rehabilitate.
- Detention.
- Exclusion from certain areas of school premises.
- Withdrawal of break and lunchtime privileges.
- Reset.
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum.
- Behaviour placements such as Off-Site Direction.
- Suspension.
- Meetings with School Liaison Police Officers.
- Governor Panel.
- Permanent exclusion.

4.4 Reporting Strategies

4.4.1. We provide a number of different mediums to report to ensure every student and adult (including parents) feels comfortable to report bullying:

- Help at Hyde: Our online reporting tool on the school website, desk top quick link, or physical post box in school.
- Students are encouraged to talk to a member of staff they feel comfortable talking to. This may be their trusted adult which should be noted in their planner.

4.4.2. Monitoring and Filtering Software: Hyde High School utilises monitoring and filtering software such as SmoothWall which logs any abusive / hate language that has been typed into any technologies within the school. This then leads to immediate contact via email to safeguarding leads and senior leaders, allowing for a rapid response and intervention. These kinds of software will also monitor and filter any school-owned device which a student may use off-site. E.g. a laptop at home.

5. Staff principles

5.1. The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

- Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- Unpleasantness from one student towards another is always challenged and never ignored.
- Staff act immediately when they become aware of a bullying incident.

- Staff always respect students' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- If a member of staff believes a student is in danger, e.g. of being hurt, they will inform the Head of Year, Head of School or DSL immediately.
- Follow-up support is given to both the victim and bully following any incidents, to ensure all bullying has stopped.

5.2. Vulnerable Students who have been identified receive a variety of differentiated interventions according to their needs. This may include safe and well checks for the most vulnerable to allow students to communicate any concerns that they may have that day to the Head of Year or named adult.

5.3. SEND Students: Nationally, children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. If children are behaving in particular ways or they are looking distressed or their behaviour or demeanour is different from in the past, staff are aware that this could be a sign of potential abuse, and not simply see it as part of their disability or their special educational needs. Students with high level needs are allocated a key worker and will have key worker sessions where they have an opportunity to discuss any worries they have in school.

6. When an incident has been reported

6.1. Staff will take the following steps when dealing with incidents:

- If bullying is suspected or reported, the incident will be reported to the pastoral team who will ensure it is addressed.
- The pastoral team will conduct an investigation into the incident(s): Statements and accounts are to be taken from students involved.
- The incident must be recorded on CPOMS.
- When the investigation is concluded a decision on sanctions will be made by the pastoral team - inline with the behaviour policy- and this will be monitored by the Pastoral Leaders to ensure there is a consistent approach.
- The pastoral team will keep parents informed of the outcome of the investigation and the decisions that have been made.
- The pastoral team will work with parents if there are any further concerns around bullying
- When an incident is recorded on CPOMS, clear actions will be recorded beneath the incident log which will include the named lead member of staff who has dealt with the incident.
- A member of the pastoral team will meet the victim to see if they are happy with the outcome, to check that there have been no further incidents, and decide if there is any additional support needed.

6.2. Recording and Monitoring:

- All reports of bullying/harassment are logged on CPOMS in order to track issues with students and identify any patterns.

- Hyde High School conducts termly Safeguarding Sweeps which include reports on bullying related behaviour to inform our future planning.
- A school governor takes part in one Safeguarding Sweep each year.
- The Safeguarding Sweep will be reviewed by SLT and the pastoral team who will monitor the results and actions from the report.
- The Head of Year will monitor students who have been involved in bullying.
- A member of the pastoral team will meet the victim to see if they are happy with the outcome, to check that there have been no further incidents, and decide if there is any additional support needed.

7. Follow-up Support

7.1. The progress of both the bully and the victim are monitored by an appropriate member of staff. One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

7.2. Pupils who have been bullied are supported in the following ways:

- Being listened to.
- Having a timely opportunity to meet with their head of year or a member of staff of their choice.
- Being reassured.
- Being offered continued support.
- Being offered/signposted to specialist staff or external agencies, where appropriate and available.

7.3. Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions.
- Being able to discuss what happened.
- Being helped to reflect on why they became involved.
- Being helped to understand what they did wrong and why they need to change their behaviour.

8. Bullying outside of school

8.1. In all cases of misbehaviour or bullying, members of staff can only discipline the student on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

8.2. Where bullying outside school is reported to school staff, it is investigated and acted upon as appropriate.

8.3. The Headteacher, or nominated member of staff, is responsible for determining whether it is appropriate to notify the police or other relevant bodies of the action taken against a student.

8.4. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.