


Anti-Bullying Policy 2025



Achievement Beyond Expectation

Policy Ratified on	01/12/2025
Signed Chair of Governors	N/A
Signed Headteacher	

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Introduction

Sidestrand Hall School is committed to providing a safe and secure environment in which each child and young person can learn effectively. The School has a strong safeguarding culture and promotes the welfare of pupils and young people and expects all staff and volunteers to share this commitment. This includes 'prejudice-related bullying'.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community, including staff, students, other professionals and parents/carers work together to prevent bullying.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Every pupil is unique, Sidestrand Hall School aims to develop our students to be resilient, capable, confident and as independent as possible. The School provides opportunities and experiences that respond to their individual needs and there is a strong partnership between staff, students and parents/carers.

Bullying Definition

We discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and RSHE lessons. The following definition comes from the Anti-Bullying Alliance and comprises the following 4 key principles:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

- Hurtful
- Repetitive
- Imbalance of Power
- Intentional

Types of Bullying

Verbal

This may include threats, taunts, name calling, spreading rumours, and inappropriate comments about a person's appearance. This list is not exhaustive.

Physical

Physical acts that harm another, e.g. hitting, kicking, pushing

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic / Biphobic / Transphobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transgender, LGBTQ+

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including: Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why they're unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

The school's expectation is that students and staff will treat each other with respect and that all students will feel safe at Sidestrand Hall. Students and parents will be encouraged to approach a member of staff should they have any concerns about bullying. The staff also receive training to emphasise the need to address bullying and to be vigilant to signs of possible bullying.

The ethos and school curriculum reflect these values through discussions in school council meetings, residential meetings and through the school's behaviour team.

The anti-bullying policy is available to all students, parents, staff and other relevant parties via the school website and school office.

Students are aware that they can contact NSPCC/Childline at any time.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as RSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Friendship Week' is held to further raise awareness.

E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Code of Conduct

Our School Code of Conduct is regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

Code of behaviour – Our School Rules

1. Keep everyone safe/keep everything safe
2. Right things/Right place/Right time
3. Listen to and show respect to adults within the school
4. Kind words
5. One voice at a time
6. Hands/feet to yourself

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Assistant Headteacher (Safeguarding/Welfare) or senior member of staff (Behaviour/Mental Health Lead). In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to both students and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. However when the bullying is prejudiced based this approach may need to differ, to prevent the victim experiencing further discomfort. At this point the victim does not need to understand why a perpetrator has acted in this way and the approach will be led by the victim.

The student exhibiting bullying behaviour should fully understand the consequences of their actions on the other student and apologise without reservation – this may not and does not need to be face-to-face. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents are recorded on Arbor including follow up action. Parents of both parties should be informed. However caution needs to be taken around those perceived to be LGBTQ+ or identifying as, as well as those who have LGBTQ+ families so as not unintentionally 'out' victims to parents. This needs to be discussed with the victim prior to parents/carers being contacted. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Contact with the other student's family will continue in order to keep them updated on the School's actions.

Any further incidents should lead to further intervention, monitoring, support and including sanctions as deemed necessary. This may also include risk assessment to keep all parties safe. Further intervention will be bespoke to the student and family. Face to face meetings between the families and referral to other support agencies will be explored.