

Anti-Bullying Policy

Aligned with Ofsted, NCFE, SEND Code of Practice, Equality Act, and KCSIE



Hatfield Wick
EDUCATION

This is a controlled document and, as such, will be kept read only. Any changes must be approved by the Author.

Author	Version No	Date Approved	Review Date
Clay Calder	V1.0	January 2026	January 2027

Table of Contents

1. Purpose	4
2. Definition of Bullying	4
Physical Bullying	5
Verbal Bullying	5
Social Bullying	5
Cyberbullying	5
Racist Bullying	5
Homophobic and Biphobic Bullying	5
Transphobic Bullying	5
Sexist Bullying	5
Sexual Bullying	5
Ableist Bullying	5
Prejudicial Bullying	6
Relational Bullying	6
Socioeconomic Bullying	6
3. Legal Framework	6
4. Aims	8
5. Roles and Responsibilities	8
Head Teacher	8
All Staff	8
Students	9
Parents and Carers	9
6. Prevention Strategies	9
Education and Awareness	9
Positive Culture	10
Training for Staff	11
7. Reporting Procedures	11
Reporting Incidents	11
Immediate Action	11
8. Response to Bullying	11
Investigation	11
Support for Victims	12
Consequences for Bullying Behaviour	13
9. Monitoring and Review	14

10. Communication of the Policy	14
11. Conclusion	14
12. Legal Notice	14

ANTI-BULLYING POLICY

1. PURPOSE

The purpose of this policy is to promote a safe and supportive environment for all students at Hatfield Wick Education. We are committed to preventing bullying in all forms and ensuring that all students feel secure, respected, and valued.

2. DEFINITION OF BULLYING

For this policy, 'bullying' is defined as persistent behaviour by an individual or group with the intention of verbally, physically or emotionally harming another person or group. Bullying is generally characterised by:

Repetition: *Incidents are not one-offs; they are frequent and happen over an extended period.*

Intent: *The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.*

Targeting: *Bullying is generally targeted at a specific individual or group.*

Power imbalance: *Whether real or perceived, bullying is generally based on unequal power relations.*

Vulnerable students are more likely to be the targets of bullying due to the under-developed attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable students may include, but are not limited to:

- Students who are adopted
- Students suffering from a health problem
- Students with caring responsibilities
- Students from socioeconomically disadvantaged backgrounds

Students with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Students who are LGBTQ+ or perceived to be LGBTQ+
- Black, Asian and minority ethnic (BAME) students
- Students with SEND

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some types of bullying that can occur.

Bullying can take various forms, including but not limited to:

Physical Bullying

Hitting, kicking, or any other physical aggression.

Verbal Bullying

Name-calling, taunting, or making threats.

Social Bullying

Exclusion, spreading rumours, or manipulating social relationships.

Cyberbullying

Using technology to harass, threaten, or embarrass another individual.

Racist Bullying

Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and Biphobic Bullying

Bullying another person based on their actual or perceived sexual orientation.

Transphobic Bullying

Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles

Sexist Bullying

Bullying based on sexist attitudes expressed in a way to demean, intimidate, or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual Bullying

Bullying behaviour that has a physical, psychological, verbal, or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist Bullying

Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs

in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial Bullying

Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational Bullying

Bullying that primarily constitutes of excluding, isolating, and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic Bullying

Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived 'quality' of their clothing or belongings.

3. LEGAL FRAMEWORK

Hatfield Wick Education will operate in accordance with the following legislation and guidelines:

- Education Act 2002
- Equality Act 2010
- Education (No. 2) Act 1986
- Education and Inspections Act 2006
- Children Act 1989 and 2004
- Communications Act 2003
- DfE (2025) Keeping Children Safe in Education (KCSIE)
- Special Educational Needs and Disability (SEND) Code of Practice
- Prevent Duty – Counter-Terrorism and Security Act 2015
- Protection from Harassment Act 1997
- Public Order Act 1986
- Malicious Communications Act 1988
- Human Rights Act 1998
- Crime and Disorder Act 1998

- DfE (2017) ‘Preventing and tackling bullying’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and wellbeing provision in schools’
- DfE (2024) ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’
- Hatfield Wick Education understands that, under the Equality Act 2010, it has a responsibility to:
 - Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the act.
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Foster good relations between people who share a protected characteristic and people who do not share it.
- Hatfield Wick Education understands that, under the Human Rights Act 1998, it could have charged brought against it if it allows students to be breached by failing to take bullying seriously. The Headteacher will ensure that this policy complies with the HRA; the Headteacher understands that they cannot do this without fully involving their teaching staff.
- Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
 - Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
 - The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
 - Section 127 of the Communications Act 2003 makes it an offence to send, by means of the public electronic communications network, or message, or other matter, that is grossly offensive or of an indecent, obscene, or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment, or intimidation, and hate crimes.

4. AIMS

- 4.1 To create an environment where all students can learn free from fear of bullying.
- 4.2 To educate students about the importance of respect, kindness, and inclusivity.
- 4.3 To provide clear procedures for reporting and addressing bullying incidents.
- 4.4 To support victims of bullying and help them regain confidence.

5. ROLES AND RESPONSIBILITIES

Head Teacher

- 5.1.1 It is the responsibility of the Headteacher to implement the anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the policy and know how to identify and deal with incidents of bullying. It is the responsibility of the Headteacher to ensure the provision is inclusive.
- 5.1.2 The Headteacher ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 5.1.3 The Headteacher sets the 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 provision, bullying is far less likely to be part of their behaviour.
- 5.1.4 Keep records of all incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- 5.1.5 Analyse the data in the bullying record at termly intervals to identify trends, so that the appropriate measures to tackle them can be implemented.
- 5.1.6 Work alongside the CEO and DSLs to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

All Staff

All staff will ensure that all children know that bullying is wrong, and that it is unacceptable behaviour. Staff should be aware of the social dynamics in their class; be available for students who wish to report bullying; provide follow-up support after bullying incidents; be alert to possible bullying situations, particularly from friendship groups, reporting to SLT if persistent bullying occurs; refrain from stereotyping when dealing with bullying; understand the composition of student groups, showing sensitivity to those who have been victims of bullying; and staff are responsible for fostering a positive culture, monitoring student interactions, addressing and reporting incidents of bullying.

Students

Encouraged to speak out against bullying and support peers who may be affected. Students are to inform a member of staff if they witness bullying or are a victim of bullying. Students should not make counter-threats if they are a victim of bullying. They are encouraged to walk away from dangerous situations and avoid involving other students in the incidents. They should keep evidence of cyberbullying and inform a member of staff should they fall victim to cyberbullying.

Parents and Carers

Invited to engage with HWE in promoting a culture of respect and reporting any concerns. Inform the class teacher or a senior member of staff that their child is the victim of bullying or involved in bullying in any way. They should also be watchful of their child's behaviour, attitude and characteristics and inform the relevant staff member if there are any changes.

6. PREVENTION STRATEGIES

Education and Awareness

Regular workshops and discussions on bullying, respect, and inclusion in the curriculum. Policies and approach may be adapted based on experiences and adjusted accordingly.

The provision will ensure potential perpetrators are given support as required, so their educational, emotional, and social development is not negatively influenced by outside factors e.g. mental health issues.

Where a new student is deemed vulnerable, before they join HWE, particularly when this happens in-year, the students form tutor and the DSL will implement a strategy to prevent bullying from happening; this strategy may involve further observation or intervention on the part of the DSL.

HWE will be alert to, and address, any mental health and social emotional wellbeing issues amongst students, as these can be a cause, or a result, of bullying behaviour. Where necessary, support (internally or externally) will be discussed with families to support communication between home and HWE

In line with awareness, staff should be aware of potential signs that indicate a student may be the victim bullying:

- Being frightened to travel to or from HWE
- Unwillingness to attend HWE
- Repeated or persistent absence from HWE
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly

- Decreased involvement in educational work
- Leaving HWE with torn clothes or damaged possessions
- Missing possessions
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional, or mental health issues, so are worthy of further investigation. Students who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour. Where gaps in learning are identified, therapeutic or academic interventions can be used to fill the gaps and support understanding of diversity and inclusion. Further PSHCE interventions can be used to repeat the work needed to bring about a change in behaviour.

Staff will be aware of the potential factors that may indicate a student is likely to exhibit bullying behaviours, including but not limited to the following:

- They have experienced mental health problems, which have led to them becoming more easily triggered.
- They have been the victim of abuse or bullying.
- Their academic performance has started to fall, and they are showing signs of stress.

If staff become aware of any factors that could lead to bullying behaviours, they will notify the student's class teacher and DSL, who will investigate the matter and monitor the situation.

Positive Culture

Initiatives that promote kindness, respect, and cooperation among students. All types of bullying will be discussed as part of the PSHCE/RSE curriculum and discretely throughout the curriculum. A safe place, supervised by a teacher, will be provided during breaks if a child feels they need to spend some alone time or feel threatened. The teacher will speak to the students to find out the cause of any problems, and ultimately, stop any form of bullying taking place. Every child has a CARES Champion (a trusted adult) who they can see to discuss any issues.

Training for Staff

Ongoing professional development to equip staff with the skills to identify and respond to bullying. All members of staff will be made aware of the policy and any changes.

7. REPORTING PROCEDURES

Reporting Incidents

Students are encouraged to report bullying incidents to a trusted adult, teacher, or through a designated reporting system (e.g., an anonymous reporting box). Communicate any reports of bullying to the DSL (Rosie Walker) and upload onto MyConcerns.

Students will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a student has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services, where the DSL deems the appropriate circumstances.

Immediate Action

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

Staff will always respect students' privacy, and information about specific instances of bullying is not discussed with others, unless the student has given consent, or there is a safeguarding concern. If a member of staff believes that a student is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

HWE has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

All staff will be aware that students of any age and gender can abuse their peers. Staff will take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as 'banter' or 'part of growing up', and will never justify sexual harassment, e.g. as 'boys being boys', as this can foster a culture of undesirable behaviours. Staff will also be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing – or initiation-type violence.

8. RESPONSE TO BULLYING

Investigation

All reported incidents of bullying will be investigated thoroughly and sensitively.

Minor incidents will be reported to the victim's class teacher, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the Deputy Head in writing of the incident and outcome.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interview separately
- Members of staff ensure that there is no possibility of contact between the students being interviewed
- If a student is injured, members of staff take the student immediately to the first aid lead for a medical opinion on the extent of the injuries
- A room is used that allows for privacy during the interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- The headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. Provided by the victim
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All students involved are informed that they must not discuss the interview with other students

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Support for Victims

Victims will receive appropriate support, such as:

- Emotional support and reassurance from a relevant member of the team/safe adult; counselling where appropriate/necessary
- Reassurance that it was right to report the incident, and that the appropriate action will be taken
- Liaison with the parents to ensure a continuous dialogue of support

- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parents (or appropriate member of staff if necessary)
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

Consequences for Bullying Behaviour

Depending on the severity of the incident, appropriate disciplinary actions will be taken against the perpetrator, following HWE's behaviour policy:

- The perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- The Headteacher will inform the perpetrator of the type of action to be used, should the bullying continue.
- If possible, the Headteacher will attempt reconciliation and will facilitate repair from the perpetrator. This can be facilitated through restorative justice and repair mediation, either in writing or face-to-face. If face-to-face, full consent from the victim will be received first and discretion will be used; victims will never feel pressured into a face-to-face meeting with the perpetrator.
- Parents are informed of bullying incidents and what action is being taken.
- All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions and should be conducted simultaneously to encourage more desirable behaviour and relationships in future and encourage ongoing development of skills for positive relationships.
- HWE will avoid unnecessarily criminalising students for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. HWE's focus when handling perpetrators will be supporting them to develop more desirable behaviours and relationships to refrain from abusive and bullying behaviours in the future.
- SLT and DSLs informally monitor the students involved over the next half term.
- HWE will remain aware that continued access to provision can be important for rehabilitation of harmful behaviour and will not exclude students unless as a last resort – where there have been serious or consistent incidents of bullying, HWE will act in line with the Exclusion Policy.

9. MONITORING AND REVIEW

- 9.1 The anti-bullying policy will be reviewed annually as part of the provisions development plan, with input from students, staff, and parents.
- 9.2 Incidents of bullying will be recorded and monitored to identify patterns and assess the effectiveness of the policy.

10. COMMUNICATION OF THE POLICY

- 10.1 This policy will be made available to all students, staff, and parents through HWE website and parent handbooks.
- 10.2 Regular updates and reminders about the policy will be communicated through HWE newsletters.

11. CONCLUSION

HWE is dedicated to fostering a safe and inclusive learning environment. By implementing this Anti-Bullying Policy, we aim to ensure that every student feels valued, respected, and free from the threat of bullying. Together, we can create a supportive community where all students can thrive.

Key Staff	Role	Contact Number
Adam Smyth	Proprietor/CEO	01245 380682
Clay Calder	Director of Education	01245 380682
Rosie Walker	Therapeutic and Centre Manager and DSL	01245 380682
Katie Adams	Therapeutic Manager and DDSL	01245 380682

12. LEGAL NOTICE

Company Number: 12382794

Registered Office: Unit 2 Whitelands, Terling Road, Hatfield Peverel, Chelmsford, Essex, CM3 2AG

CARES360® and Hatfield Wick Education® are registered trademarks of Hatfield Wick Education Ltd. All rights reserved.