




Hellesdon High School & Sixth Form Centre

Enjoy | Achieve | Succeed

Hellesdon High School
187 Middletons Lane
Norwich, NR6 5SB

www.wensumtrust.org.uk/hellesdonhigh
01603 424711
principal@hellesdonhigh.norfolk.sch.uk

ANTI BULLYING POLICY

This policy was approved by the Local Advisory Board on:-	March 2026
The policy owner is:	Niall Cole
This policy will be reviewed by the Local Advisory Board in: (unless earlier review is recommended by the Trust)	January 2028
Policy Version:	V4
Signed by the Chair of the Local Advisory Board	
Ratified by the Board of Trustees	N/A Updated Policy
Signed by the Chair of Trustee Board	N/A

We are part of...



FOR CHILDREN, FAMILIES AND COMMUNITIES

Introduction

We are committed to **CREATING** a safe, inclusive environment where all staff at Hellesdon High School work to ensure students can enjoy, achieve and succeed free from bullying, harassment and discrimination. We will not tolerate bullying of any kind, ensuring all reports are addressed promptly, fairly and effectively. Hellesdon High school should be an environment where students and parents/carers can feel confident to report concerns in the knowledge that they will be listened to, allegations will be investigated, and resolutions will be found.

School aims and intentions

Hellesdon High School stands firmly opposed to bullying of any nature for any reason. The aim of the policy is to ensure all governors, staff, students and parents/carers understand:

- Our definition of bullying
- How to report bullying
- How the school prevents and responds to allegations of bullying
- That bullying is not tolerated and will be addressed through education, support and proportionate consequences
- That staff are supported and provided with the necessary resources and emotional support and supervision to manage bullying reports effectively

Definition of Terms

Bullying is considered to be behaviour that is repetitive, willful or persistent, intentionally harmful, carried out by an individual or a group. As a result there is an imbalance of power leaving the target feeling defenseless. (Anti-Bullying Alliance definition)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011, p. 4)

Six main types of bullying can be identified:

Verbal Bullying

Verbal bullying is a type of bullying that takes place when the target is threatened, called names and made to feel inferior. Verbal bullying usually focuses on a specific area, such as race, nationality, disability, sexuality, physical appearance or ability.

Physical Bullying

Physical bullying takes place when the target is physically assaulted in the form of physical aggression leading to bruises, torn clothes, personal belongings being stolen/damaged or any other kind of physical injury.

Social Bullying

Social bullying is a type of bullying that takes place when someone is deliberately excluded from games and other group activities and treated like an outsider. Laughing and making fun of someone behind their backs, spreading mean stories, writing bad things and teasing the target emotionally.

Cyber Bullying

Cyber bullying targets its people through networking sites, emails, chat rooms, instant messaging or even mobile

phones. By texting the target posting obscene pictures or unkind comments, the perpetrator succeeds in causing untold damage to the target as a number of people may be able to access this kind of information online.

Prejudice-related

For example, bullying or harassment that is sexuality based, gender based, sexist, sexual or transphobic, racist or discriminating against religion, Special Educational Needs, disabilities, health conditions or a person's home circumstances, such as being looked after, or caring for a family member. This includes actions or language that discriminates against people for any of these reasons, or other reasons relating to a person's identity.

Discriminatory Language

Discriminatory language not only undermines confidence and self-esteem of individuals, but reflects negative attitudes towards a wider sub-community or group, and in some cases is illegal. A culture where discriminatory language goes unchallenged is likely to be a culture where bullying is more prevalent.

Discriminatory language of any kind is not acceptable and will be challenged, whether verbal, written (including graffiti) or electronic. Education about diversity will be delivered through the curriculum, displays, assemblies and tolerance will be modelled by all staff. In particular we will not accept any derogatory language that is:

- Sexual or sexist
- Relating to special educational needs, disabilities or health conditions
- Gender based
- Sexuality related
- Transphobic
- Racist
- Relating to religion
- Classist
- Relating to a person's home circumstances

We reject all of the above forms of bullying and will not tolerate them in our school community. By law, Principals have the power to respond to and manage pupil behaviour outside of **the** school site e.g. on school transport or social media interactions. The definition of bullying shared above is therefore applied both on and off the premises of our school site and the seriousness of an allegation will never be lessened by it taking place off-site.

Roles in Bullying Behaviour

Target - the person subjected to the bullying behaviour

Perpetrator - The person who initiates the behaviour and can draw others in

Reinforcer - Any person who reinforces the situation and increases the perpetrator's sense of power, authority and justification of what they are doing. The reinforcer is usually present even if not directly involved. They incite the perpetrator and gather others to see what is happening, maybe even laugh along.

Assistant - A person that assists the perpetrator and reinforcer by copying what they are doing, laughing along or adding their own comments.

Upstander - A person who supports the target and may question or challenge the power and authority of those participating in bullying behaviours.

Bystander - Someone who stays removed from the bullying behaviour and either pretends it is not happening or is not fully aware.

Signs and Indicators

We hope that any student that is being bullied will have the confidence to tell a parent, friend or member of the school teaching/support staff.

In some cases, students may try and keep quiet about what they are experiencing. These students may exhibit certain behaviours that could provide a sign that things are not right

These include:

- A sudden desire not to go to school, perhaps making excuses and claiming more illnesses.
- Fear over a certain aspect of school life for example walking to or from school
- Changes in usual routine
- Appearing generally anxious, withdrawn or lacking confidence this may include someone appearing uncharacteristically quiet.
- Greater or less interest in school work
- Asking for more money; possessions that go missing
- Changes in eating or sleep patterns at home
- Becoming unreasonable, aggressive or attention seeking at home
- Unexplained physical marks
- Stop taking pride in their work/appearance.
- Appearing isolated or out of place

If parents are concerned that there is an unexplained change in their child's behaviour, happiness and general wellbeing, they should make contact with the school via the student's form tutor or head of year who will investigate further and undertake appropriate action.

Preventing bullying

- The Anti-Bullying Charter (Appendix 5) is an important guide to putting the School's intervention strategies into action.
- The Behaviour, Safeguarding and Attendance Leads shall coordinate all Anti-Bullying strategies within the School.
- In-service training shall be provided for all staff, to refresh their understanding and skills in response to bullying.
- All staff shall be made aware of the Anti-Bullying Charter.
- Pastoral team meetings shall include bullying as a regular item on their agenda.
- Tutor time shall include opportunities for staff to talk to students about bullying.
- Events and classroom activities shall be organised during Anti-Bullying Week.
- Assemblies shall be used to reinforce the fact that bullying will not be tolerated.
- Bullying shall be addressed in Schemes of Work throughout the curriculum, where appropriate, in order to develop student awareness of issues relating to bullying.
- Records of incidents shall be used to inform and review the Anti-Bullying Policy.
- Procedures shall be followed to work with bullies, and to ensure that the behaviour is not repeated.
- The School shall ensure that sufficient staff are on duty, and that all areas of the School are supervised.
- Anti-Bullying posters shall be clearly visible in all areas of the School.
- We have a proactive commitment to digital citizenship education and ensure all e-communication used on the School site is monitored.
- Outside agencies and charities shall be involved in order to raise awareness about bullying.
- Parents/carers shall be informed about School policies and procedures on bullying.
- Students shall be made aware that Head of Year offices are places of safety for any student who feels vulnerable at break and lunchtime.
- Regular supervision and 'wellness check-ins' will be available for the Pastoral, Safeguarding, and

Attendance leads who coordinate anti-bullying strategies

Procedures: Reporting

- Individual lesson incidents should be reported to the class teacher.
- Students can report out of lesson or repeated incidents to any trusted adult, form tutor, Head of Year, member of the pastoral team, staff in The Hub or via online reporting.
- Parents/carers can report via reception or email to the Head of Year or form tutor
- Staff must log disclosures on the safeguarding/behaviour system the same day and alert the DSL where there is a safeguarding concern.

We aim to acknowledge reports within 1 school day, share an investigation plan within 2 school days, and aim to provide an outcome within 5 school days where possible.

Response and investigation

We take all reports seriously, ensure immediate safety and agree on next steps with the student. Investigations are proportionate, trauma-informed and sensitive to all involved. Where behaviour meets the threshold for safeguarding or child-on-child abuse, the DSL leads the process under KCSIE. All Hellesdon High School Heads of Year are designated safeguarding leads for this purpose.

It is important to note an important part of our process requires the child to be in school to complete our investigations. Students' safety would be considered with respect to where they are in school for this time (i.e. in lessons where appropriate or in 'The NEST' under supervision from the pastoral team.

Outcomes may include re-education, support plans, restorative approaches, proportionate consequences, referrals to external agencies and safety planning for online spaces.

Following the conclusion of a complex investigation or the determination of an outcome based on the 'balance of probabilities', staff members involved are encouraged to engage in a formal debrief with their line manager to ensure their own well-being is maintained

It should be recognised that whilst we will do everything within our power to successfully investigate and deal with bullying incidents, there are times where it may be one child's word against another. In these cases, we will be as just and fair as we can be and will ensure that situations are closely monitored. We operate on the balance of probabilities when determining outcomes in all cases where the evidence is unclear.

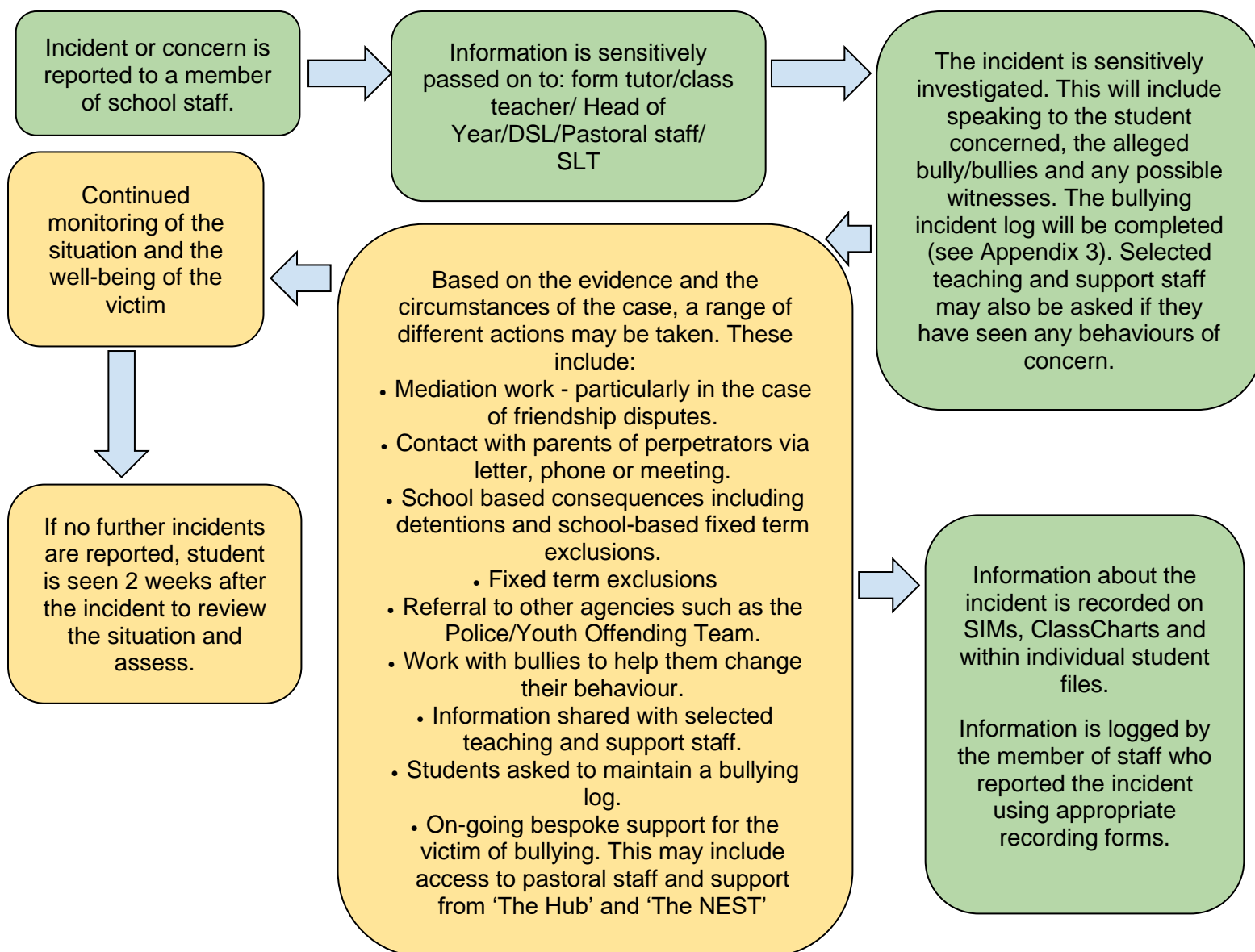
Equality, SEND and Reasonable Adjustments

We comply with the Equality Act 2010 and take reasonable adjustments for students with SEND. Individual risk or support plans are developed for students with additional needs.

Any concerns that incidents of bullying have not been dealt with in line with the principles or timelines of this policy you can contact the policy holder immediately at ncole5brt@nsix.org.uk.

Please note, this Anti-bullying Policy has been written in conjunction with the Student Council.

Appendix 1 - Procedures



Appendix 2 - Proportionate consequence guidance - This is a guide and may not be appropriate in all cases.

Repeated incidents will lead to the consequence being increased

Incident	Racist/homophobic language	Bullying (all types) following Words of advice and warning	Fighting/Physical Violence	Child on Child sexual abuse
SLT Consequence		Isolated incident e.g. sending unkind messages	Equal responsibility, no injury, short, students apologise immediately	
In School Fixed Term Exclusion (known as Inclusion at HHS)	Isolated incident	Repeated incidents e.g. repeatedly making unkind comments or spreading rumours	More aggressive, equal responsibility, caused disruption	Isolated incident
Fixed term exclusion 1 day	Repeated incidents or single serious incident	Regular incidents e.g. repeated bullying, parents are already aware and other consequences have been given previously.	Aggressive , possible injuries sustained, either equal responsibility or more blame on one person	Repeated or serious incidents.
Fixed term exclusion 2-3 days	Regular incidents or single extreme incident		Repeated, aggressive, assault. Injuries sustained. One student may be an aggressor and the other may be vulnerable.	Regular or extreme incidents
Fixed term exclusion 4-5 days				
Permanent exclusion	Persistent incidents and as a last resort when all support has been exhausted and the student poses a safety risk to students/staff or both.	Persistent incidents and as a last resort when all support has been exhausted and the student poses a safety risk to students/staff or both.	Persistent incidents and as a last resort when all support has been exhausted and the student poses a safety risk to students/staff or both. Or, One off incident that is one sided, pre-empted and violent, potentially causing injury.	Persistent incidents and as a last resort when all support has been exhausted and the student poses a safety risk to students/staff or both.

HHS Bullying Incident Monitoring Form



Section 1: Student Information

Name of Student (Target): _____

Year/ Tutor Group: _____

Protected Characteristic (s) : _____

Date of Report: _____

Reported By: _____

Section 2: Incident Details

Date of Incident: _____

Time of Incident: _____

Location: _____

Type of Bullying (tick all that apply):

Physical Verbal Social/Relational Cyberbullying

Other (please specify): _____

Description of Incident:

(Include what happened, who was involved, and any relevant context)

Alleged Perpetrator(s):

Name(s):

Year Group(s):

Section 3: Initial Response

Immediate Action Taken:

(e.g., separated students, contacted parents, referred to safeguarding team)

Staff Member Handling Initial Response: _____

Parent/Guardian Contacted?

Yes

Date of Contact: _____

Was the student offered support?

Yes

No

If yes, what support was offered?

Section 4: Follow-Up & Monitoring

Date of Follow-Up 1: _____

Follow-Up Actions Taken:

(e.g., restorative meeting, sanctions, referral to wellbeing)

Outcome of Follow-Up:

Resolved – *How?* _____

Ongoing – *Details?* _____

Escalated to HoKS or SLT – *Staff referred to;* _____

Referred to external agency – *Specify;* _____

Monitoring Plan:

(e.g., weekly check-ins, staff observations, peer support)

Next Review Date: _____

Section 5: Additional Notes

Safeguarding Concerns Raised? Yes No

If yes, referred to: _____

Parent/Guardian Contacted? Yes Date of Contact: _____

Details of following reviews (if necessary):

Date: _____

2)Date: _____

3)Date: _____

4)Date: _____

5)Date: _____

Appendix 4: Staff Well-being & Case Debrief Form

To be completed by the Lead Investigator and their Line Manager

General Information	
Staff Member Name:	
Line Manager / Debrief Lead:	
Case Reference (from Appendix 3):	
Date of Debrief:	

1. Nature of the Case

Briefly categorise the factors that made this case complex (tick all that apply):

- Protracted/Long-term investigation
- Significant parental conflict/complaints
- "Balance of Probabilities" determination (unclear evidence)
- High-level safeguarding/police involvement
- Other: _____

2. Personal Well-being Check-in

- **On a scale of 1–5 (1 being low), how would you rate the emotional impact of managing this case?** []
- **Are there any specific aspects of this case that are still causing concern or stress?**
(e.g., fear of repercussions, emotional fatigue, impact on workload)

3. Professional Reflection

- **What went well during the investigation process?**
- **What were the primary challenges or "roadblocks" encountered?**
- **Did you feel you had the necessary resources and authority to resolve the matter?**

4. Support & Action Plan

What support is required for the staff member moving forward? (tick all that apply):

- Workload Adjustment:** Temporary reprieve from other duties to catch up.
- Peer Support:** Opportunity to discuss with another experienced lead.
- Formal Support:** Referral to Staff Wellbeing/EAP services.

[] **Training:** Identified need for specific training (e.g., restorative justice, managing difficult conversations).

[] **No further action required.**

5. Sign-off

Staff Member Signature: _____ Date: _____

Line Manager Signature: _____ Date: _____

Appendix 5 - THE ANTI BULLYING CHARTER

STUDENTS

If you are being bullied in School:

- **Talk to** an adult in School that you trust, taking a friend if it helps, or speak to your form tutor, Head of Year or Key Stage Lead.
- **DON'T** listen to the bully when they say that you will be in trouble if you **TALK TO SOMEONE**. You aren't doing anything wrong – **THEY ARE**.
- What you say will be passed on to your Head of Year. **YOU WILL BE TAKEN SERIOUSLY**.
- If you need somewhere to be safe, there will be a place for you to go while the problem is being sorted out. Your Head of Year will organise this for you.
- All students have access to 'The Hub' if they need time to regulate and speak to a member of staff when their Head of Year is not present or available.
- Some students may be given temporary access to the 'NEST' as a working space where lessons or social time would present a significant trigger whilst incidents are being investigated.
- If you are bullied electronically, keep all messages and e-mails by taking a screenshot.

If you see someone being bullied at School:

- The best thing you can do to help is to **TALK TO SOMEONE**.
- **DON'T** listen to the bully when they say that you will be in trouble if you **TALK TO SOMEONE**. You aren't doing anything wrong – **THEY ARE**.

PARENTS & CARERS

If your child is being bullied or is bullying in School:

- We will help.
- Contact the School and ask to speak to your child's Head of Year or Key Stage Lead.
- Talk over the problem with the teacher. Be sure of your facts. In particular, students who are being bullied can become upset, anxious and confused about what has actually happened.
- **DON'T** let your child talk you out of contacting School. If the problem is to be solved, we need to work together.

To combat electronic bullying, ensure that your child is careful about whom they give their mobile phone number, social media account details and e-mail address to.

Monitoring and Review

The number and nature of bullying incidents and the outcomes of any anti bullying strategies shall be reported to Governors via the Principal's Report on a termly basis to inform review of this policy and assess its effective implementation.

Related Policies

Behaviour
Safeguarding (incorporating child protection)
Equality
Physical Restraint
Internet