

# HELENA ROMANES SCHOOL



## ANTI – BULLYING POLICY

<b>Reviewed &amp; agreed by</b>	<b>Date</b>
Local Governing Board	09/09/25

Next review - June 2026

## Statement of Intent

We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to confide in an adult and know that incidents will be dealt with promptly, consistently and effectively. Anyone who suspects that bullying is happening is expected to inform a member of staff.

## Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated.

## Definition of Bullying

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. (Anti Bullying Alliance - <https://anti-bullyingalliance.org.uk> )

## Relational conflict

It is imperative to be clear about the difference between bullying and general relational conflict that most children will experience with their peers at some stage in their lives.

It is important to clearly distinguish relational conflict from bullying, as they require different responses.

**Relational Conflict:** Relational conflict refers to disagreements, misunderstandings, or fall-outs that occur between individuals or groups who are generally similar in power or status, and where there is usually an intent to resolve the issue or a willingness to make things right. These incidents are typically occasional and may involve accidental offence. While relational conflicts can cause distress, they are a normal part of developing social skills and learning how to navigate relationships. They differ from bullying because they do not involve a consistent pattern of harmful behavior, a significant power imbalance where one person struggles to defend themselves, or a deliberate intent to repeatedly hurt or humiliate.

## Key distinctions:

- **Power Imbalance:** In relational conflict, the individuals involved generally have a similar level of power. In bullying, there's a clear power imbalance that makes it difficult for the victim to defend themselves.
- **Intent:** While relational conflict might involve accidental offence or frustration, bullying involves a deliberate and repeated intention to cause harm or distress.
- **Repetition:** Relational conflicts are typically isolated incidents or occasional disagreements. Bullying is characterized by a pattern of repeated harmful behavior.
- **Resolution:** In relational conflict, there is often a willingness from all parties to work towards a resolution. Bullying aims to exert control and often shows no remorse from the aggressor.

By clearly understanding relational conflict, students, staff, and parents understand when an interaction is a normal part of social development that requires mediation and conflict resolution skills, or when it is bullying that requires direct intervention and protection for the victim.

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing because of size etc.
- **Sexual** - unwanted physical contact or sexually abusive comments
- **SEND** - where a pupil's Special Educational Need or Disability is the target of the bullying
- **Cyber** - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Includes all areas of social media, this includes the intentional sending of hurtful messages and inappropriate images (sexual bullying)
- **Racist** - verbal, emotional or physical abuse against a person because of their skin colour, cultural or religious background or ethnic origin can be classed as racist bullying
- **Homophobic/Transphobic/Biphobic** - verbal, emotional or physical abuse against a person who is perceived by the aggressor to be gay, lesbian, or bisexual, including persons who are actually heterosexual.

Some bullying may amount to Child-On-Child abuse and should therefore be referred to the Designated Leads for Safeguarding.

### **Promoting Respectful Communication: Parents and Staff**

Our anti-bullying policy extends to all interactions within our school community, and this includes the vital relationship between parents and staff. We believe that open, honest, and **respectful communication** is fundamental to creating a safe and supportive environment for everyone.

Here's how we expect parents and staff to communicate with each other:

- **Mutual Respect is Key:** All communication, whether in person, by phone, email, or written note, should be conducted with **courtesy and respect**. We will not tolerate aggressive, abusive, or demeaning language or behaviour from either parents or staff members.
- **Active Listening and Understanding:** We encourage both parents and staff to actively listen to each other's perspectives and concerns. While you may not always agree, it's important to demonstrate an effort to understand the other's point of view.
- **Constructive Dialogue:** When issues or concerns arise, we expect discussions to be constructive and focused on finding solutions. This means avoiding personal attacks, gossip, or spreading misinformation.
- **Professional Boundaries:** Staff members will maintain professional boundaries in all communications. Similarly, we ask parents to respect these boundaries and communicate through appropriate channels and during designated times.
- **Confidentiality:** Both parents and staff are expected to respect the confidentiality of sensitive information shared in trust.
- **Modelling Behaviour:** Adults in our school community play a crucial role in modelling appropriate behaviour for our students. By demonstrating respectful communication, we teach our children the importance of positive interactions.

Any instances of disrespect or inappropriate communication between parents and staff will be taken seriously and addressed in line with our school's existing policies and procedures. Our aim is always to resolve issues amicably and maintain a positive working relationship for the benefit of our students.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and feel safe at school. Bullying demonstrates a lack of respect for other people - it is a form of anti-social behaviour that makes life difficult or miserable for others.

The school's approach to bullying links directly to the school values - Ambition, Kindness, Respect, Resilience, broad mindedness & Independence and The Equality Act 2010.

Helena Romanes strives to foster an inclusive community where students and staff are protected from discrimination and the school's core values promote fairness, equality and diversity.

Bullying can take place at any age and in any place. Section 89 of the Education and Inspections Act gives the Head Teacher the right to regulate pupils' conduct when they are not on school premises. This can relate to bullying incidents occurring on school/ public transport, outside local shops or in a town centre.

### **Signs and Symptoms of bullying**

A student may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a student:

- Is frightened of walking to or from school
- Doesn't want to go on the school or public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or go missing
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually lost
- Has unexplained cuts or bruises
- Comes home hungry (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous & agitated when a text message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Preventative measures**

We will use some or all of the following to help raise awareness of and prevent bullying, as and when appropriate, these may include:

- Staff and students are encouraged to uphold the key values of kindness, respect and broadmindedness for each other
- PSHE activities
- Use of assemblies
- Anti-bullying week

- Coverage of bullying themes in curriculum subjects such as Drama, Geography, History, English to reinforce awareness
- Early interventions with students showing signs of bullying activity
- Supporting students that may be vulnerable to bullying
- Peer mentor support
- Regular Safeguarding: staff, student and parental updates
- Safe places to go at break and lunch times
- Duty staff in key areas of the school

### **Procedures**

Students are encouraged to tell someone they trust in school or write down the details and pass it to an adult they trust. This would usually be their form tutor, Head of Year or a Pastoral Leader. All cases of this nature must be passed to the Pastoral Leaders to ensure it is thoroughly investigated.

Weekly safeguarding bulletins are sent home to parents and students that include details of who can be contacted at school to deal with any concerns.

To deal with bullying full details will be recorded on CPOMS by the pastoral staff:

- Date the incident was reported
- Nature and details of the incident investigated
- Member of staff that dealt with the incident
- When parents/ carers were informed
- Details of actions to date
- Follow up date and comments

### **Monitoring and Evaluation**

The number and nature of bullying incidents will be monitored on a half termly basis by the Designated Safeguarding Lead and reported to the Senior Leadership Team and Heads Of Year. A full report will also be reported to governors annually.

### **Conclusion**

Effective application of this policy should ensure that Helena Romanes School can provide all students with a safe environment, where they enjoy the right to be treated with respect. This policy is to be reviewed on an annual basis by the Senior Leadership Team Governors and Lead Pastoral staff.

### **Anti Bullying & Equality posters around school & discrimination intervention process**



# HRS Anti-Bullying & Equality Charter



- All members of HRS will **recognise and respect differences** between each other such as gender, race, sexuality, religion, disability, epilepsy, ADHD, autism and appearance.
- Bullying at Helena Romanes **will not be tolerated**. People who bully others will face **consequences and resolution**.
- The school will deal with bullying even if it is **online or on school transport**
- All cases of bullying will be **taken seriously**.
- The **school will check** if the victim of bullying is OK after it has been dealt with.
- The school will provide **a range of adults** that students can talk to about bullying.
- All members of the school community will **speak out** if they witness bullying.
- Perpetrators **will not know** who has reported it.



**Stand Up  
Speak up**



**Speak out against bullying...**



*"...Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally..."*

**Don't suffer in silence**

**Stand Up  
Speak up**

**Report bullying to:**

- Form tutor
- Head of Year
- Pastoral Leader
- Class Teacher
- Student reception
- LSA
- Safeguarding staff
- Senior Leadership Team
- worrybox@hrs.education



## It's not OK !

It is not acceptable to make comments or actions towards another person because of their race, culture or religion

It is not acceptable to make comments or actions towards another person because of their sexual orientation

It is not acceptable to make comments or actions towards another person because of their sex or gender

It is not acceptable to make comments or actions towards another person because of their disability or learning needs

**This is not tolerated at HRS**

Think about the words you use

Call it out

Lead by example

Don't be a bystander

Report it



## It's not OK !

Discrimination intervention process

Weekly report analysis by DSL using CPOMS data

CPOMS data reviewed for Discrimination:  
 Discrimination – Race  
 Discrimination – Gender  
 Discrimination – Sexual Orientation  
 Discrimination – Religion & Belief  
 Discrimination – Disability/Learning Need

Offence 1 – Sanction  
 Offence 2 – Sanction and Discrimination awareness session with DSL

Further offences may result in upscaled sanctions and a governor behaviour panel meeting with parents



HELP ORGANISATIONS	Contact
Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
NSPCC helpline	0800 136 663
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>

## Useful Websites

<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>	The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>	The charity was established to prevent bullying and promote child protection by providing advice for young people, professionals and

	parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
<b>Childline</b>	Information and advice on a wide range of issues including bullying.
<b>The Diana Award</b>	Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
<a href="#">NSPCC</a>	Bullying and cyberbullying can happen to any child. We've got advice to help keep children safe from bullying, wherever it happens.
<a href="#">CEOP</a>	Support for children who are suffering online abuse. There is a direct link to CEOP on the school website homepage - <a href="https://www.helena-romanes.essex.sch.uk/">https://www.helena-romanes.essex.sch.uk/</a> CEOP helps young people who are being sexually abused or are worried that someone they've met is trying to abuse them. If you've met someone online, or face to face, and they are putting you under pressure to have sex, asking to share images or making you feel uncomfortable you should report to COEP.

### Useful Websites - Cyber-Bullying

<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>	resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
<b>Digizen</b>	provides online safety information for educators, parents, carers and young people.
<b>Childnet International</b>	Specialist resources for young people to raise awareness of online safety and how to protect themselves.
<b>Advice on child internet safety</b>	The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

### Useful Websites - LGBTQ+ [Useful links – LGBTQ+ Youth in Care](#)

<b>Schools Out</b>	Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
<b>GIRES</b>	Information for trans people, their families and the professionals who care for them.
<b>FFLAG</b>	A national voluntary organisation and charity dedicated to supporting parents, friends and their LGBTQ+ children
<b>The Proud Trust</b>	The Proud Trust is a life saving and life enhancing organisation that helps LGBT+ young people empower themselves, to make a positive change for themselves, and their communities.
<b><a href="#">LGBT Foundation</a></b>	<b>LGBT Foundation</b> is a national charity delivering advice, support and information services to lesbian, gay, bisexual and trans (LGBT) communities.

<u>Mermaids</u>	Mermaids is a British charity and advocacy organisation that supports gender variant and transgender youth.
<u>Mygenderation</u>	My Generation is a film project that celebrates trans lives and trans experiences.
<u>Nonbinary.org</u>	The wiki dedicated to non-binary gender identities.
<u>Gendered intelligence</u>	<b>Gendered Intelligence</b> is a Community Interest Company whose object is to deliver arts programmers and creative workshops to trans youth from across the UK
<u>Schools Out</u>	Their goal is to make our schools and educational institutions safe spaces for our Lesbian, Gay, Bisexual and Trans (LGBT) communities
<u>LGBT Switchboard</u>	<b>Switchboard</b> is a confidential listening service for the LGBT+ communities.
<u>Galop</u>	<b>Galop</b> gives advice and support to people who have experienced biphobia, homophobia, transphobia, sexual violence or domestic abuse.



### Useful Websites - SEND





<b>MENCAP</b>	Represents people with learning disabilities
<b>Changing Faces</b>	Provide online resources and training to schools on bullying because of physical differences.

### Useful Websites - Racism





<u>Show Racism the Red Card</u>	Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
<u>Anne Frank Trust</u>	Runs a school project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
<u>Kick it out</u>	uses the appeal of football to educate young people about racism and provide education packs for schools.

### Useful Resources - Mental health

	Young Minds Crisis Messenger - 24/7 free support via text. Text YM to 85258. <a href="https://www.youngminds.org.uk/">https://www.youngminds.org.uk/</a>
	Information about local counselling and advice services - <a href="http://www.youthaccess.org.uk">www.youthaccess.org.uk</a>

	<p>The Mix. Email support via online contact form. Free 1:1 webchat service available. Free short term counselling service available. Phone 0808 808 4994. Open 4pm - 11pm 7 days a week.  <a href="https://www.themix.org.uk/">https://www.themix.org.uk/</a></p>
	<p>Free, confidential, 24/7 text messaging support service for anyone who is struggling to cope.  <a href="https://giveusashout.org/">https://giveusashout.org/</a></p>
	<p>Online mental health and wellbeing community.  <a href="https://www.kooth.com/">https://www.kooth.com/</a></p>
	<p><a href="https://switchboard.lgbt/">https://switchboard.lgbt/</a> Switchboard is the national LGBTQIA+ support line. For anyone, anywhere in the country, at any point in their journey. We can discuss anything related to sexuality and gender identity. Whether it's sexual health, relationships or just the way you're feeling. This is your space - to explore, talk and be truly heard.</p>

## Examples of useful mental health Apps for students

<p><b>SAM - Anxiety management</b></p> 	<p><b>HeadSpace - Meditation &amp; Sleep</b></p> 
<p><b>Calm harm - Calm Harm is a free app to help teenagers manage the urge to self-harm.</b></p> 	<p><b>Clear Fear - learn to reduce the physical responses to threat as well as changing thoughts and behaviours and releasing emotions.</b></p> 
<p><b>'Breathe' - Meditation/Anxiety</b></p>	<p><b>Stay Alive</b>  The Stay Alive app, developed by Grassroots Suicide Prevention, is a suicide prevention resource for the UK, packed full of useful information and tools to help you stay safe in crisis. You can use it if you are having thoughts of suicide or if you are concerned about someone else who may be considering suicide.</p>



#StayAlive