



Anti-Bullying Policy

October 2025

To be reviewed October 2026

Agreed by Governors onDate

Signed by.....Chair of Governors

Introduction

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Bullying can include, name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, WhatsApp, Snapchat, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Such behaviour is unacceptable in any setting and especially so in a school where mutual respect and support are an entitlement of each member of that community.

Aims and Objectives

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur, including cyber-bullying.
- To raise awareness and understanding of the damage caused by bullying and how they may each help to prevent bullying in our school and through social media.

Forms of Bullying

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, pupil in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology “cyberbullying”

Recognising the Signs, Prevention and early positive intervention

We must all share the responsibility for recognising the early signs of stress and anxiety in our pupils where bullying may be taking place. Pupils at Hazel Oak come to us with many and varied indications of their special needs. These often include the need to seek out adult support or present difficulties in maintaining positive social interaction with their peers. When this is combined with limited skills in expressing themselves then such young people are especially vulnerable to the social pressures bullying.

We must consequently look for the early signs of increased anxiety, which may display themselves through noticeable changes in behaviour, attitude, or personality of the individual affected. Loss of interest in their work, increased social isolation, erratic attendance, sullen when usually cheery etc may all be signs of something else but may also be early indicators of bullying.

What can we do?

Pupils: who feel they are being bullied should be encouraged to report the incident as soon as possible to their teacher, the duty teacher or any other member of staff they feel most comfortable with. They should also feel able to tell their parents.

Staff: have a duty to respond to any concern expressed by a pupil. Support and help should be offered to the pupil at risk by responding promptly to their concerns and by putting the following steps into operation without undue delay.

1. Make the unacceptable nature of the behaviour quite clear to the child or young person carrying out the bullying and reference to the Behaviour Policy.
2. Make a record of every behaviour that may form part of wider picture that could be bullying using *Trackable*.
3. Inform the Key Stage Lead and Deputy Headteacher if they feel that bullying is occurring.
4. Support the Pastoral Team and Leadership Team to follow up instances of bullying by taking part in Restorative conversations, following risk
5. Actively support anti-bullying strategies by teaching pupils directly about safeguarding issues and bullying, including cyber-bullying prejudice-based and discriminatory bullying). Information is regularly sent home to parents and carers to further develop parental awareness of safeguarding issues on the internet and mobile devices. Parent meetings give opportunities to discuss internet safety.
6. Incidents that are identified as bullying by a member of the Leadership Team, including cyber-bullying, prejudice-based and must be recorded on My Concern.
7. Report each incident of suspected bullying to the Head/Deputy as soon as possible.
8. Ensure all concerned, particularly the "victim" that the matter is being dealt with. Handle all situations calmly and with sensitivity.
9. Remember that all behaviour is a form of communication and that both the "victim" and the "perpetrator" have needs that need to be met through a Restorative Approach.
10. Incidents, which raised safeguarding concerns, must be recorded on My Concern.

A member of the Senior Leadership Team will follow up each case to ensure that the victim is given as much support as possible and to prevent a recurrence of the offending behaviour.

Parents:

All parents of pupils who have been involved in bullying either as a victim or a pupil who has taken part in bullying will be informed by telephone or letter, setting out the specific behaviour and the action being taken. This may involve those parents being called into school to discuss the matter in greater detail depending upon the circumstances. In all cases the support of those parents involved will be a significant factor in the resolving of any problems.

Action Taken as a result of bullying will be in accordance with guidance set out in the Behaviour Policy

Governors are key contributors to the process and are to be kept fully informed through both formal and informal avenues of concerns. Governors will not tolerate bullying in any form and will work closely with the school to reassure parents by demonstrating that the matter is taken very seriously.

Parents are encouraged to report all concerns to their child's teacher in the first instance but are always welcome to come directly to the Head teacher or Deputy if they feel it to be warranted. Support for school's actions are essential if matters are to be speedily resolved as the responsibility for resolving any problem does not lie solely with the school but must be shared by all concerned.

Pupils should always be involved in the resolution of any issues or concerns and will be expected to take responsibility for their actions and to accept the consequences.

How the Curriculum helps

Opportunities for pupils to practice and improve their social skills may be provided by a variety of approaches both discrete and specific within the context of the delivery of the curriculum. Encouraging self-confidence in self-expression and when dealing with difficult situations are important skills for successful adulthood. Working with others and discussing sensitive issues such as bullying enable all pupils to understand the feelings of others especially those of the victim. This will encourage greater understanding of the importance of relationships and good communication between individuals and the need to consider the welfare of others.

Drama encourages the opportunity to explore situations through role-play and to share feelings and emotions in a safe setting where it is legitimate to display anxiety or anger in the context of acting out situations which may then be discussed.

Philosophy for Children (P4C) is an approach to teaching and learning, in which children take part in philosophical enquiry. It aims to enhance thinking and communication skills, boost confidence, self-esteem and improve behaviour. P4C encourages teachers and pupils to think in a caring, collaborative, creative and critical way (the 4C's of P4C). P4C aims to help children become more thoughtful, reflective and reasonable individuals.

R.E. offers many opportunities to explore social, moral and religious issues through stories, the news and personal experiences. Assembly times provide excellent opportunities for staff and pupils to share experiences and to be addressed by outside speakers or to consider the actions of others and their impact on the wider community.

Physical Education enables pupils to exert themselves physically and competitively whilst also experiencing sophisticated models of teamwork and cooperation. Developing new skills and displaying positive attitudes are all part and parcel of the successful sportsman and this subject area has so much to offer our pupils in terms of coping with themselves and with others.

Citizenship can run through many areas including careers, work experience placements, College, visits etc. as each setting provides pupils with opportunities to experience and understand the consequences of their actions. Recognising that they have something to offer is a very powerful moment for the youngster who has little experience of being good at anything.

PSHE sessions, including an annual Safer Internet Day, will enable pupils to gain understanding of the issues relating to cyber-bullying, how to demonstrate good 'digital citizenship' and where to seek help if they need it (see E-Safety Policy).

Bullying can affect anyone at any time and the consequences are often long term in their influence on an individual's emotional well-being, whether they are the bully or the victim. Bullying cannot be tolerated in whatever form it takes and the needs of the victim must always be paramount in our response but so too must be our understanding of the needs of the bully whose ways we must seek to change.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Headteacher, Deputy Headteacher/Senior Leadership Team. The Headteacher meets termly with the Chair of Governors and reports any incidents of bullying.

Links with Other School Policies and Practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding and Child Protection Policy
- e-Safety (Online Safety) and Acceptable Use of ICT Policies
- Curriculum Policy

Links to Legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>
- The Childrens Act 1989
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000549/The Children Act 1989 guidance and regulations Volume 2 care planning placement and case review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000549/The_Children_Act_1989_guidance_and_regulations_Volume_2_care_planning_placement_and_case_review.pdf)
- Keeping Children Safe in Education 2025 - KCSIE
- [https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping children safe in education from 1 September 2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting pupil and young people who are bullied: advice for schools" July 2017:
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing and tackling bullying advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf)

- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- NSPCC: <https://www.nspcc.org.uk/>
- NDCS: https://www.ndcs.org.uk/?gclid=EAlaIQobChMIgoSuh6338wIVWHxvBB1IAqg9EAAYASAAEgKcufD_BwE

Cyberbullying

- Think U Know: <https://www.thinkuknow.co.uk/>
- UK Safer Internet Centre: <https://www.saferinternet.org.uk/blog/cyberbullying-resources-parents-and-teachers>
- NSPCC – Bullying and Cyberbullying : <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

SEND

- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Anti-Bullying Policy (Updated for 2025 – in line with current DfE and Government Guidance)

This updated Anti-Bullying Policy has been reviewed and amended in line with the latest Department for Education (DfE) and Government guidance (2024-2025).

The revisions strengthen our commitment to promoting a safe, inclusive, and respectful environment for all members of the school community.

Key Updates:

1. Expanded definition of bullying to emphasise repeated, intentional harm and power imbalance, including online and off-site behaviour.
2. Clearer references to bullying related to all protected characteristics under the Equality Act 2010 and the Public Sector Equality Duty.
3. Integration of bullying prevention within the school's Behaviour and Safeguarding policies.
4. Enhanced guidance on cyberbullying, online safety, and digital citizenship, consistent with the DfE's "Preventing and Tackling Bullying" and "Behaviour in Schools" guidance.
5. Emphasis on early intervention, pupil voice, parental engagement, and mental health support for both victims and perpetrators.
6. Explicit linkage between bullying incidents and safeguarding procedures under Keeping Children Safe in Education (KCSIE 2025).
7. Annual review cycle and proactive monitoring through pupil surveys, incident data, and governor oversight.
8. Inclusion of anti-bullying measures in RSHE/PSHE and Online Safety curriculum areas.
9. Updated references to national guidance and external support organisations.

This policy maintains Hazel Oak School's commitment to ensuring that bullying in any form will not be tolerated and that all members of the community understand their role in fostering a culture of kindness, respect, and safety.