



Barnet Hill Academy
FAITH • EXCELLENCE • KNOWLEDGE

Anti- Bullying Policy

Mar. 2026
V9.0



1. Rationale

Bullying is wrong without exception. Barnet Hill Academy views bullying seriously and will adopt all means to eliminate bullying so that children coming to our school feel happy and safe. Our aim is to foster an atmosphere where bullying is discouraged and is seen to be unacceptable, and something that will not be tolerated.

Barnet Hill Academy recognises that pupils with Special Educational Needs and Disabilities (SEND) may be at increased risk of bullying and may experience additional barriers to reporting or seeking help. The school is committed to ensuring equality of opportunity and will take all reasonable steps to prevent disability-related bullying and discrimination.

The school will make reasonable adjustments to ensure that prevention strategies, reporting systems and responses to bullying are accessible and appropriate to the individual needs of pupils in accordance with the SEND Code of Practice (2015) and the Equality Act 2010.

This policy has been written with reference to DfE document 'Preventing and tackling bullying: Advice for head teachers, staff and governing bodies'.

This Policy should be read in conjunction with the School's Safeguarding and e-Safety policies. Bullying is one of the forms of misbehaviour and hence this policy must also be read in the context of the School's Behaviour Policy.

2. What is Bullying?

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

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

In the school context, bullying characteristics can be:

- cyber-bullying and social media;
- threatening behaviour;
- criminal damage;
- theft;
- assault;



- taunting;
- teasing;
- sexual harassment including:
 - name calling, jokes of a sexual nature, homophobic and transphobic comments, comments about appearance, inappropriate and unwelcome touching, innuendos, propositions, bringing pornographic materials to the School;
 - homophobic and transphobic insults;
- racial, religious or cultural harassment including:
 - name calling, racist jokes, offensive mimicry, bringing racist materials to the School e.g. badges, leaflets, magazines;
 - racism against food, music, dress or any customs;
- harassment due to physical appearance (e.g. children being overweight, short, tall, wearing glasses, etc.).

Bullying can take a number of forms:

- physical e.g. pushing, hitting, pinching, kicking, spitting, stealing;
- verbal e.g. name calling, teasing, taunting, intimidating, gossiping, humiliating;
- written e.g. notes being passed around, e-mail, other internet social media, sms text messages;
- silent e.g. boycott, isolation, rude gestures, exclusion of pupils from group activities. (Bullying can also be performed in subtle ways, which are not clearly evident to teachers; a bully can use a certain look, word or gesture to a victim to signal an intended threat or insult).

Bullying can take place:

- inside the School (during lessons or break times) e.g.
 - in the classroom;
 - in corridors;
 - in the playground;
 - in the toilet areas;
- on the way to School or on the way back from School;
- away from the School.

Bullying may be carried out by one person or by a group. In a group, one pupil may bully, while the others stand by and, while not actually bullying themselves they collude with the bully by not intervening (and in some cases by encouraging or jeering etc.). Children, who would not bully individually, may bully when they are part of a group.

3. Aims of the Policy

The Aims of this policy are:

- to identify the activities required to promote a culture of Non-Bullying within the School and to establish an atmosphere where bullying is not acceptable behaviour;
- to encourage everyone at the School to take responsibility for eliminating and preventing all types of bullying;



- for all staff, governors, parents and pupils to work together against bullying of any sort;
- to promote a safe environment at the school and ensure that all pupils feel completely safe and at ease when they are in the School (or outside the School for any School-based activities) and when they are travelling to and from the School;
- to ensure that pupils being bullied know that help is available and know how to report it; to ensure that all pupils, including those with SEND, feel safe, valued and supported. The school will:
 - recognise and respond to the additional vulnerabilities experienced by some pupils with SEND;
 - ensure anti-bullying systems are accessible to pupils with communication, social, emotional, sensory or learning needs;
 - provide appropriate support and reasonable adjustments to enable pupils with SEND to report concerns;
 - work in partnership with parents, carers, and external professionals to prevent and address bullying involving pupils with SEND;
 - ensure that bullying incidents involving pupils with SEND are responded to using a graduated and supportive approach;
- to help teachers and other school staff in identifying:
 - incidences of bullying;
 - pupils that are being bullied;
 - pupils that may be bullying or have characteristics of bullying;
- to define procedures in:
 - reporting and dealing with bullying;
 - ensuring that the bullying ceases to occur;
 - counselling and other measures that will help the victim(s) of bullying;
 - counselling and other measures that will help the bullying child(ren) i.e. to make them understand the consequences of their actions and to change their behaviour and attitudes towards others;
- to define levels of sanctions for bullies;
- to define the roles and responsibilities of all members of the School community e.g.
 - teachers and non-teaching staff;
 - governing body;
 - pupils;
 - parents.

4. Preventative Strategies

The School will take all reasonable measures to foster a culture of caring and helping and thus preventing bullying from occurring in the first place. This will be achieved by:

- defining a code of conduct for the School and ensure that it is prominently displayed throughout the school;
- displaying anti-bullying posters encouraging children to “tell” when bullying occurs - including: -
- a guide for pupils so that they can easily contact someone in confidence (i.e. providing pupils who are experiencing bullying with the opportunity to talk in private, to enable them to tell what is happening, without fear of any reprisal);



- external helpline numbers displayed if pupils want to talk to someone outside the school e.g. Childline: 0800 1111 (24 hours a day) and Kidscape bullying helpline for parents: 020 7823 5430 Email: parentsupport@kidscape.org.uk;
- informing them of a Suggestion Box where a pupil can leave a note of an incident of bullying, if they feel unable to tell someone directly;
- (a note for potential bullies) police may be involved in some cases;
- providing a list of people who pupils can tell within the School community which will include:
 - Class Teacher
 - School Council
 - Pastoral Team
 - Teaching Assistant
 - Administrative Staff
 - Headteacher
 - Parents
- informing pupils that the following will also be regarded as seriously as the bullying:
 - provoking or in any way encouraging someone else to carry out any form of bullying – this could be: physically, verbally, written (on paper or by e-mail/social media or sms text), by gestures or any other means;
 - helping a bully in bullying in anyway;
 - watching someone else being bullied and not reporting it (a guarantee of confidentiality will be provided);
- assembly talks, will regularly be directed at the importance of having a good nature, behaving responsibly and being caring and helpful;
- teachers to emphasise the value of every member of the School community (including themselves);
- use of books, videos, workshops, theatre groups etc;
- ensuring effective supervision of all areas of the School at break times. the School's physical environment must be examined. There should not be any places where bullying can go on to go unnoticed;
- Anti-Bullying Ambassador Training will be delivered every two years to groups of pupils to support the Anti-bullying work around the School;
- if appropriate, older sensible/responsible pupils may be directly requested to keep a look out for bullying;
- CCTV cameras will be placed in all corridors, dining room, playground areas and other vulnerable areas.

The school recognises that preventative anti-bullying work must be inclusive and accessible. Strategies may include:

- use of visual resources, social stories and structured teaching approaches to help pupils understand bullying and how to seek help;
- planned opportunities to develop social communication, emotional literacy and resilience skills;
- targeted support for pupils identified as vulnerable to bullying;
- promoting understanding of diversity, neurodiversity and disability across the school community;
- ensuring pupils with SEND have identified safe adults or key workers they can approach for support.



The children themselves can prevent bullying from occurring, or reaching a serious stage. Advice will be provided to pupils to:

- tell an adult you trust;
- get your friends together and say “No” to the bully;
- if you know that another pupil is being bullied, tell one of the School’s staff;
- stay with groups of people, even if they are not your friends - there is safety in numbers;
- avoid being alone in places where bullying happens;
- try to ignore the bullying;
- try not to show you are upset, which is difficult;
- try being assertive. Shout “NO” loudly. Practise in front of a mirror;
- talk quickly and confidently, even if you don’t feel that way inside. Practise!
- if you are in danger, get away;
- do not fight to keep possessions;
- do not fight back - it may make it worse;
- tell yourself that you don’t deserve to be bullied;
- if you are different in some way, be proud of it! It is good to be a unique individual.

4.1 Communication with Parents

The school makes it clear that bullying will not be tolerated. We will also explain the procedures, via assemblies, presentations and classroom learning, through which pupils who are experiencing bullying can draw their concerns to the attention of staff in the confidence that these will be carefully investigated and, if substantiated, taken seriously and acted upon. These will also define the sanctions that will be taken if there are occurrences of bullying.

4.2 Staff Training

All staff and members shall receive appropriate training on bullying so that they are aware of the different types of problems and aware of all the issues involved.

All staff will receive training to support understanding of:

- how SEND and neurodiversity may increase vulnerability to bullying;
- recognising bullying behaviours that may present differently for pupils with SEND;
- behaviour as a form of communication;
- trauma-informed and restorative approaches;
- reasonable adjustments when investigating or responding to incidents.

Any member of staff approached on a bullying matter must not ignore it. The class teacher must be immediately informed about the incident and they are trained to address the matter and liaise with the Pastoral Lead in the reporting of cases.

4.3 Sanctions

Any sanctions used in bullying incidents will be consistent with the School’s behaviour policy. Sanctions have three main purposes:

- To impress on perpetrators that their actions are unacceptable
- To deter him/ her from repeating the behaviour
- To signal to other pupils that the behaviour is unacceptable



Sanctions will vary according to the severity of the incident, and the previous behaviour of the pupil or pupils involved. Sanctions can range from reprimands or serious talks, temporary removal from class, withdrawal of privileges and rewards, detentions and punishment through to fixed period and permanent exclusion.

The School will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Any disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and take into account the needs of vulnerable pupils. Where appropriate, the SENCo and other professionals may be involved in determining appropriate responses. Nevertheless, the School aims to address issues raised through a number of measures including e.g. restorative justice, peer support, friendship groups and other similar measures.

5. Identifying a pupil being Bullied

Children who are bullied often tell no one about their misery out of shame, fear of retaliation, and feelings of hopelessness. Some pupils may be particularly vulnerable to bullying - pupils with special educational needs, or those who can be singled out as different in some way (very tall, overweight, left handed, etc.). Many pupils who need glasses fail to wear them because of the name calling they experience.

In a few cases, a pupil may be displaying behaviour which is provocative to others. In such cases the pupil may need counselling to enable them to understand this and change his or her behaviour.

5.1 Teachers and Other Staff

Teachers and other staff must be vigilant and look out for signs of bullying. The following are possible signs of victimisation in a pupil:

- subtle changes in behaviour (withdrawn, anxious, preoccupied, demonstrates loss of interest in school and in favourite activities);
- spurious illnesses;
- excessive trips to the medical room;
- loss of appetite;
- feels lonely;
- deterioration of work;
- isolation or the desire to remain with adults;
- erratic attendance;
- internal truancy.

School staff should carefully monitor the symptoms of bullying outlined above. If they think behaviour is related in any way to bullying they must discuss the issue with the Pastoral Lead.

5.2 Parents

In addition, parents will also be advised to look out for changes in behaviour in their child, such as:

- inability to sleep, bad dreams, crying in sleep;
- comes home from school with bruises and scratches, torn or dirtied clothing, or with missing or damaged books and property;
- sensitive or withdrawn when asked about his or her day;



- appears afraid or reluctant to go to school in the morning;
- repeatedly loses clothing, money, or other valuables;
- steals money in response to the bully's demands;
- repeated headaches or stomach aches—particularly in the morning;
- big appetite after school (perhaps because lunch or lunch money was taken).

5.3 Counselling Pupils Who Have Been Bullied

Children that have been bullied often have low self-esteem and hence raising self-esteem of children who have been bullied is very important.

One technique is to empower victims of bullying by allowing them to decide how they would like the incident to be dealt with: e.g.

- talk to the bully with a teacher present;
- teacher to deal directly with the bullies;
- for minor incidents, teachers to monitor the situation.

6. Identifying a Bully

A bullying child can be identified by the following characteristics:

- dominant;
- aggressive;
- power-assertive;
- energetic;
- impulsive.

These are general and it does not imply that every energetic or aggressive person is a bully.

Note: Sometimes, a pupil who bullies in one situation may be a victim in another. E.g. a pupil who bullies in school may be being bullied at home by older siblings or other family members. While our actions will always try to stop any bullying, it is important to understand the bully, and to consider that they may themselves be victims of bullying or other forms of abuse.

6.1 Persistent Bullying

In the case of extreme or persistent behaviour any of the following may be consulted:

- psychologists;
- education welfare officers;
- community groups.

Persistent bullying is likely to be sanctioned by exclusion, as set out in the Behaviour Policy.

7. Procedures

A bullying incident is one of the following:

- a pupil of the School reports that they are being bullied (see section 2 above for definition of bullying and also policy on cyber-bullying and social media);
- a pupil reports that another pupil is being bullied;
- a parent/guardian/carer of the pupil reports a bullying incident;



- police or other organisation report an incident (either directly observed by them or informed by parents);
- a teacher or other member of staff makes an observation of a bullying incident;
- a teacher, other member of staff or a parent/guardian observes a change in a pupil's behaviour which may be related to bullying.

The school recognises that pupils with SEND may communicate distress or bullying experiences in different ways. The school will therefore provide flexible reporting systems which may include:

- access to trusted adults or key workers;
- use of visual prompts, communication aids or assistive technology;
- structured or regular wellbeing check-ins;
- support from the SENCo or pastoral staff during reporting and investigation processes.

Staff will be mindful that behaviour changes, emotional distress or withdrawal may indicate that a pupil with SEND is experiencing bullying.

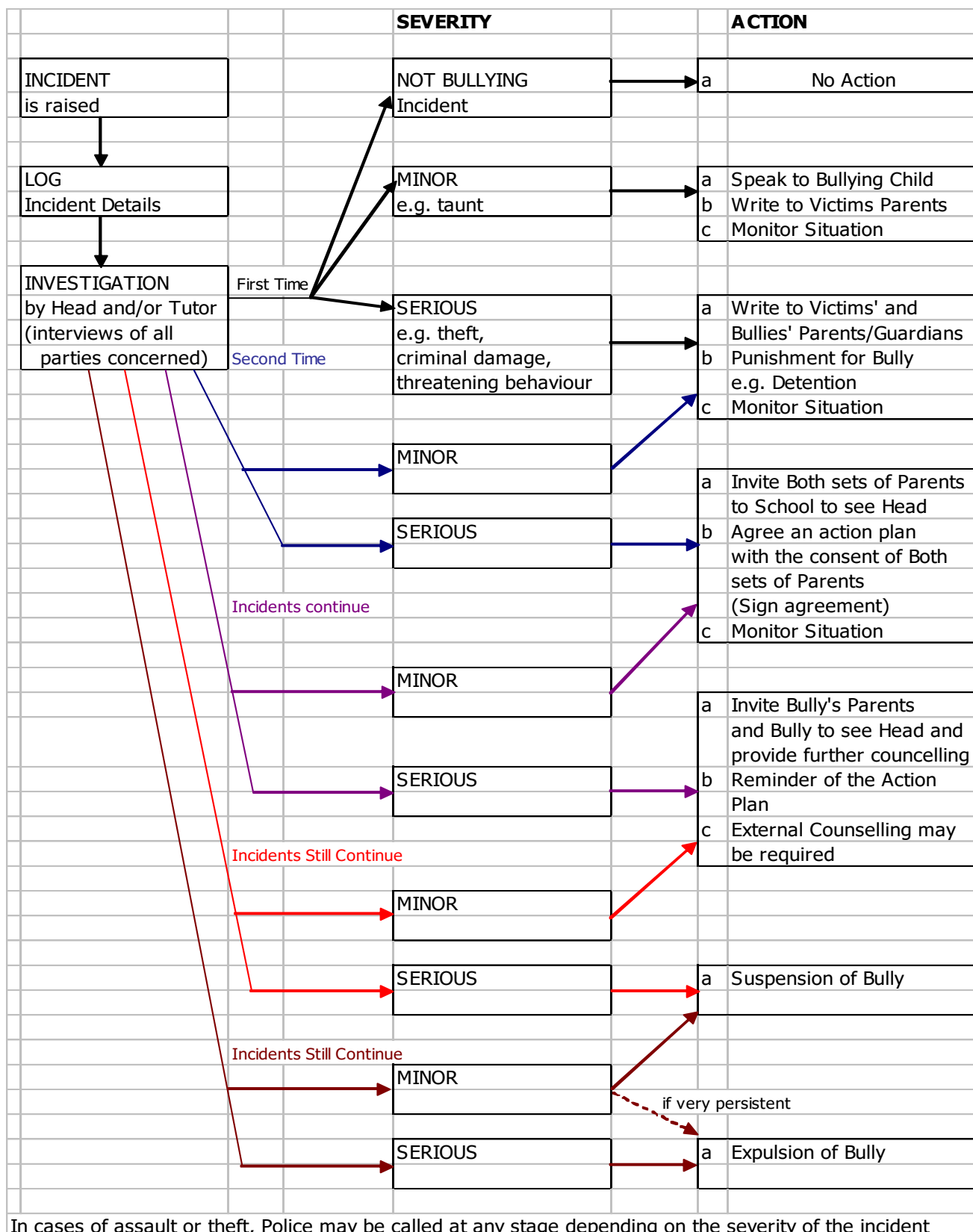
The flow chart on the next page shows the procedures that will be taken when a bullying incident occurs involving a bullying person from the School. All staff, pupils and parents/guardians will be informed of the procedure. When dealing with serious incidents, parents will be involved at an early stage.

All staff must keep accurate and detailed records of incidents on Incident Report Sheets. In the case where there is some physical evidence it must be kept or recorded with witnesses e.g. note papers, e-mails or SMS text.

Note: In the case that the Bully is an adult (teaching or non-teaching staff, volunteer or parent) then the same procedure will take place without parents of the bully being involved. However, the school will consider whether the incident is a safeguarding issue of a more serious nature.



7.1 Bullying procedure flow diagram:





7.2 Non-School Bullying

If an incident of bullying is reported involving a bully from outside the School, the School will ensure that one or more of the following actions are taken:

- if the bullying is by someone from another school (or any organisation) then the head of the other school will be approached to try and resolve the situation;
- if bullying is occurring on public transport, then the transport company will be approached to inform them and ensure that they put measures in place to ensure that such incidents do not reoccur;
- the pupils will be advised alternate means or routes for coming to/going from the School;
- the police may be informed about problems on the local streets, public transport and any other trouble spots with a view to the police providing street supervision.

8. Policy Monitoring and Evaluation

Logs of bullying incidents will be reviewed by the Pastoral Team half-termly to identify patterns and improve systems. Records of bullying incidents will include information regarding SEND where appropriate. This information will be analysed to identify patterns or disproportionate impact on vulnerable groups. Findings will be used to inform staff training, policy development and preventative strategies.

This policy will be reviewed annually. The views of pupils, parents and staff will be taken into consideration when reviewing annually to ascertain their views and improve the policy and in particular to identify any:

- unsafe places;
- trends in bullying which need to be specifically looked at;
- particular forms of sanctions that would prove to be effective.

The review procedure may be carried out more frequently if deemed necessary. The School may also have consultations with other organisations with regards to bullying policies.

This policy should be cross-referenced to the School's Safeguarding, Behaviour (including exclusion) and e-Safety policies.



Bullying Behaviour Incident Form

To be completed as soon as possible by a member of staff/adult observing or reporting incident

Date:		Time:		Location:	
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Those involved:		Form group
Victim's name		
Perpetrator's name		
Witness' name		

Were there any injuries? YES/NO

Incident

Action Taken

Signed (Person reporting incident)

Date: