



Hazel Wood
High School

Respect Responsibility Aspiration

Anti-bullying Policy



Part of the

Oak



Learning Partnership

Document control table	
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Document History			
Version	Date	Author	Note of revisions
1	October 2022	PGH	New policy created, replacing all previous versions.
2	October 2023	PGH	Policy reviewed. No changes made.
3	November 2024	PGH	Policy reviewed and added into new policy template with control table and document history. References to Directors of KS3/4 replaced with Safeguarding Officer to reflect changes in staffing/responsibilities. Small grammatical changes made.
4	January 2026	AHU	Policy reviewed and following changes made: Relevant legislation added/amended Amended/updated DfE definition of bullying Redefined cyber bullying AI enabled bullying and use of AI added Amended additional information section
5	February 2026	AHU	Policy reviewed by LGC. Changes made to references to job roles to reflect recent staffing changes. Reference to CLAS removed Small grammatical changes made

Executive Summary

This policy sets out a definition of bullying and the school's commitment to responding to and dealing with any incidents and allegations of bullying. It is the responsibility of everyone in the school community to take a proactive stance against all forms of bullying.

Many pupils at Hazel Wood experienced challenging and complex personal histories. Hazel Wood High School has a high number of pupils in receipt of the pupil premium grant and there are over 34 languages spoken across the community. We have a duty of care to ensure that all pupils are educated free from harassment, intimidation, aggression, discrimination and derogatory language. It is the responsibility of leaders and staff to create a positive environment in which bullying is not tolerated. We want relationships among pupils and staff to reflect a positive and respectful culture and for our pupils to be safe and feel safe, enabling them to make a positive contribution to their school and wider community.

Legislative and statutory framework

This policy has due regard to and is informed by the following legislation and statutory/non-statutory guidance applicable to academies in England:

- **Education and Inspections Act 2006 (s.89)** – places a duty on the headteacher of an academy to determine measures to promote good behaviour, respect and prevent all forms of bullying.
- **Equality Act 2010** – prohibits discrimination, harassment and victimisation related to protected characteristics and requires schools to foster good relations between different groups.
- **Children Act 1989 & Children Act 2004** – establishes safeguarding duties where bullying may constitute or contribute to significant harm.
- **Keeping Children Safe in Education (KCSIE) – September 2025** – statutory safeguarding guidance identifying bullying, online abuse and harassment as forms of *child-on-child abuse* and outlining schools' responsibilities for prevention, response, recording and early intervention.
- **Preventing and Tackling Bullying** (DfE, latest version) – non-statutory guidance outlining effective whole-school strategies for preventing and responding to bullying in academies and maintained schools.
- **Behaviour in Schools** (DfE, 2024) – guidance on behaviour systems, sanctions and consistent responses.
- **Online Safety Act 2023** – establishes duties on online service providers to tackle harmful content, including bullying, and reinforces schools' responsibilities around education, filtering and monitoring.

- **Sexual violence and sexual harassment between children in schools and colleges** (DfE) – guidance on responding to sexual bullying and harmful sexual behaviour.
- **DfE: Generative Artificial Intelligence (AI) in Education** (updated August 2025) – guidance on the safe, ethical and lawful use of AI in school contexts, including safeguarding, data protection and misuse risks.

This policy is underpinned by the policies listed below and the ethos and values of the school community.

Related Policies

This policy works in conjunction with the following school policies:

- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- Equality Information and Objectives Policy.

Our commitment

Governors, parents and staff believe that all students have the right to thrive and be safe and should aspire to be the best version of themselves. It is the responsibility of all adults in the school to ensure that this takes place and that we encourage good behaviour and respect for others in the whole community.

Our vision for our school community is to 'foster a sense of pride and community and provide an opportunity for all to excel'. Our values of respect, responsibility and aspiration underpin the commitment in this policy. All students have a responsibility to contribute, in whatever way they can, to the protection of all our pupils.

The following anti-bullying policy has been created in partnership with families, anti-bullying ambassadors, pupils, staff and representatives from the local authority and local community groups.

Key priorities:

- To promote at all times expectations of good behaviour. To ensure that all pupils understand that people do and should care about each other. To establish a system that recognises and rewards good behaviour;
- To be aware of the quantity and particular nature of bullying that takes place in school;

- To apply appropriate rules, sanctions and anti-bullying strategies to ensure that all students feel safe and are confident that bullying concerns are dealt with seriously and sensitively;
- To create and foster a caring community with a listening ethos and encourage pupils to support one another by reporting instances of bullying;
- To further the personal, social, moral, spiritual and cultural development of the individual and community through pro-active strategies to teach about bullying within the wider curriculum;
- To include the school's stakeholders in the development, application and promotion of our anti-bullying policy.

Definition of bullying

It is important that we clearly understand what bullying is. The DfE identifies bullying as:

"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 (including cyberbullying via text, social media, online gaming, images or video) and is often motivated by prejudice."

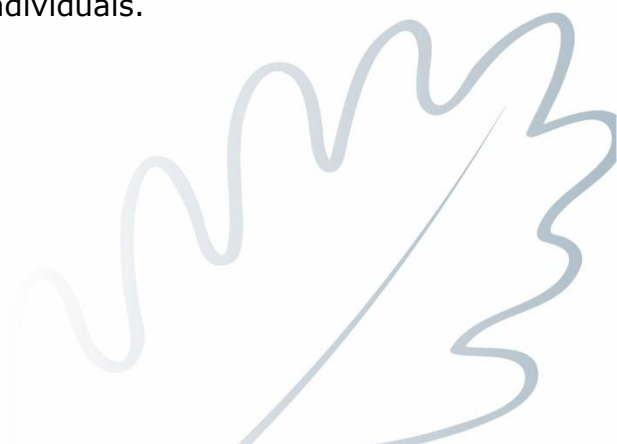
In line with *KCSIE 2025*, bullying is recognised as a form of child-on-child abuse. Where there is reasonable cause to believe that a child is suffering, or is likely to suffer, significant harm, bullying will be addressed as a safeguarding / child protection concern and escalated accordingly.

Bullying may take place both on and off the school site, including online spaces and digital platforms used outside the school day, where it impacts a pupil's safety or wellbeing.

Bullying is not:

- A one-off comment or remark;
- where someone has been hurt unintentionally e.g. falling out within a friendship group.

Although such incidents are not necessarily bullying, our pastoral staff will deal with them, as they can be hurtful and upsetting to individuals.



Forms of bullying

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc;
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling;
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion;
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc;
- **Cyber** – Online and digital bullying including anonymous abuse, impersonation, image based abuse, group chats, livestreams and gaming platforms
- **Racism** - bullying related to a person’s colour, race, culture, religion;
- **LGBTQ-** bullying related to actual or perceived sexual orientation and/or offensive gender related incidents;
- **SEND** - bullying related to a person’s physical or mental impairment or difference.
- **AI enabled bullying**, including:
 - the use of artificial intelligence tools to generate abusive text, images, audio or video (including deepfakes)
 - the manipulation or fabrication of images or content intended to humiliate, threaten or harass others
 - misuse of AI to impersonate pupils or staff
 - Such behaviour will be treated as cyberbullying and, where appropriate, as a safeguarding concern.

Artificial intelligence (AI) and safeguarding

In line with *DfE guidance on generative AI (2025)* and *KCSIE 2025*, Hazel Wood High School recognises that AI technology presents both opportunities and safeguarding risks.

The school will:

- take reasonable steps to prevent the misuse of AI technologies for bullying, harassment or abuse
- ensure that bullying facilitated or amplified by AI is recorded, investigated and responded to in the same way as other forms of bullying
- maintain appropriate filtering and monitoring systems on school devices and networks to reduce exposure to harmful or age-inappropriate content
- educate pupils, through PSHCE/RSHE and computing, about:
 - ethical and responsible use of AI
 - recognising manipulated or misleading content

- reporting online abuse, including AI-generated content
- ensure staff understand their responsibilities when using AI-supported tools and remain professionally accountable for outputs

Misuse of AI to cause harm to others will not be tolerated and may result in sanctions in line with the Behaviour and Relationships Policy, alongside safeguarding interventions where required

Identifying bullying

We work hard to promote 'it could happen here' culture with staff, parents, students and governors. We encourage the whole school community to be vigilant and to look out for one another. We encourage the reporting of anything which may compromise the safety and welfare of anyone.

The NSPCC advises that there is no single sign which will indicate for certain that a child is being bullied, but some indicators of bullying may include:

- Not wanting to travel to or from school on their own;
- Belongings getting 'lost' or damaged;
- Complaining of not feeling well to avoid school;
- Physical injuries, such as unexplained bruises;
- Refusal or reluctance to attend school;
- A rapid decline in academic performance;
- Asking for extra money or equipment, or stealing money;
- Becoming aggressive, rude or disruptive;
- Being nervous, losing confidence, or becoming distressed and withdrawn;
- Problems with eating or sleeping;
- Exhibiting bullying behaviour to others.

We investigate any of the signs listed above. It is not an exhaustive list; nor do the signs mean that a person is definitely being bullied.

Preventing bullying

Anti-bullying has a high profile within our school community. We take all reports of bullying seriously and everyone in the school community has a role to play in preventing bullying and in showing care, respect and concern for each other.

As a school, we encourage anti-bullying and a positive culture in the following ways:

- The ethos and positive achievement culture established within our community promotes good behaviour, tolerance, and respect;
- The delivery of anti-bullying messages overtly in the curriculum is clear, well-presented and respected by students. The ways in which this is achieved include the implementation of a comprehensive PSHCE curriculum, including a timetabled weekly PSHCE lesson, Super Learning Days, an anti-bullying week, relevant assemblies and form activities;
- Encouraging the School Council to be actively involved in anti-bullying policies and procedures;
- Encouraging parents and carers to be involved in developing policies and procedures for behaviour and anti-bullying including understanding the home school agreement and the information in the school planner;
- By running drop-in sessions and clubs and holding integration meetings to support the learning and wellbeing of recent arrival and vulnerable students (e.g. EAL, refugees and asylum seekers, GRT pupils);
- The maintenance of good order and a safe environment in and around the school including the approach to school on Hazel Wood Avenue and the local vicinity, in classrooms, corridors and social areas and around the site prevents bullying;
- Providing a range of curriculum opportunities to develop students' social & emotional skills, including resilience & fostering positive relationships;
- Safeguarding training for new staff as part of their induction programme;
- Very strong, highly skilled pastoral work intervenes effectively to ensure that potentially difficult situations are 'nipped in the bud' when issues are brought to the attention of staff at the school. The school has appointed pastoral year leaders (non-teaching) to each year group, a Pastoral Support Assistant (non-teaching) for each Key Stage, a Pastoral Deputy Headteacher, a AHT responsible for behaviour, an AHT SENCO, a Teacher of PE (with Pastoral Responsibilities), as well as a Community and Safeguarding Lead (also DSL, non-teaching) and a Safeguarding Officer (non-teaching);
- We support all staff to establish calm, purposeful learning environments and receive behaviour management and anti-bullying training and awareness raising training as part of their induction programme and continuing professional development;
- Training of reception staff to respond to parents and pupils raising concerns;
- Working collaboratively with our EAL staff and our Community & Safeguarding Lead to develop links with parents and carers so that they can support their children's learning and wellbeing in addition to providing interpreters and translators when required".

Roles and Responsibilities.

Hazel Wood High School recognizes that preventing bullying is everyone's responsibility. The sections below summarise the key roles and responsibilities of our stakeholders in ensuring that bullying is prevented:

Responsibility of the Headteacher

- The Headteacher has a legal duty to draw up procedures to prevent bullying/harassment among pupils.
- Determine the appropriate strategies and procedures alongside the SLT and school staff;
- Ensure appropriate training is available to all relevant adults and students;
- Ensure that a system for recording bullying is in place;
- Ensure that the procedures are brought to the attention of all staff, parents and pupils and report termly to the governors and student council;
- Ensure that no forms of discrimination are tolerated.

Responsibility of the Deputy Headteacher (Pastoral)

- Be responsible for the day-to-day management of the policy and systems;
- Ensure that there are positive strategies and procedures in place to help both those being bullied and those exhibiting bullying behaviours and ensure that these are implemented quickly and effectively so that they are not allowed to spread;
- Maintain the school's record of incidents of bullying and ensure all incidents are recorded appropriately;
- Inform the headteacher of all incidents and support the headteacher review process;
- Arrange relevant staff training;
- Implement a trust survey of students' views and act on the findings;
- Promote a culture of anti-bullying through the curriculum and planned events ensuring that pupils understand that no forms of discrimination are tolerated.

Responsibilities and response of students

- Talk to an adult you can trust; this may not necessarily be a teacher;
- Write down what has happened and how you feel – be 100% truthful;
- Challenge bullying and do not be a bystander;
- Do not try to deal with the problem on your own;
- Do not use violence against those exhibiting bullying behaviour;

- Report to a member of staff any witnessed or suspected instances of bullying;
- Listen respectfully to views, beliefs and opinions that are different from your own in considered ways;
- Show respect for the different protected characteristics as defined in law.

Responsibilities and response of teachers and other adults

- Refer serious or ongoing cases of bullying to the Designated Safeguarding Lead or the Headteacher (other members of SLT in their absence or unavailability). In all other instances bullying can be reported to form tutors, pastoral year leaders or the Safeguarding Officer;
- When speaking to parents, they always ensure that they have introduced themselves and their role. This should also be the case if they leave a message via telephone or email. Follow unanswered telephone calls up with an email or request that pupil services assist with this;
- Watch for early signs of distress in pupils – deterioration of work, reduced attendance, sudden illnesses, isolation, the need to stay close to adults. These concerns should be passed on to the relevant pastoral year leader or form teacher;
- The form teacher or pastoral staff should listen to and record all incidents and place on the school recording system (CPOMS);
- Respond to the victim, offer help and put the school's procedures into action;
- Make it clear to those exhibiting bullying behaviour that this kind of behaviour is not acceptable;
- Use all pupils as a positive resource in the stopping of bullying. Peer groups will often be willing to help and support victims once recognised by a teacher. They can also help newcomers to feel welcome and accepted.
- Foster in our students' self-esteem, self-respect and respect for others;
- Demonstrate by example the high standards of personal and social behaviour we expect of our students;
- Deal with observed instances of bullying promptly and report promptly and fully on the action which has been taken.

Responsibilities of parents

If a parent thinks that their child is being bullied, then they should contact the school immediately. They should contact either the form teacher, pastoral year leader, Safeguarding Officer or the Deputy Headteacher. Parents should also encourage their child to talk to an adult they trust about bullying incidents that have taken place.

- Advise their child not to retaliate violently to any form of bullying;
- Keep a written record of any reported incidents of bullying;
- Co-operate with the school if their child is accused of bullying to try and ascertain the truth. Point out the implications of bullying for all concerned.

Reporting and recording bullying – courses of action

All reported concerns are dealt with swiftly and sensitively and communicated to parents within 24 hours or sooner depending on when the concern is raised.

The school follows the 'seven steps to bullying' and this can be seen in appendix 1.

When a bullying incident is reported, staff will act upon the report in line with the 'seven steps' meeting the following underlying principles.

- The immediate physical safety of the pupil / pupils is the priority and the individuals identified will be placed in a safe place from that point onwards;
- Giving reassurance that the person has done the right thing by telling someone;
- Listening to the views of all sides involved, and taking a written record of events;
- Reporting to parents within 24 hours of the incident or sooner depending on when the incident is reported;
- Serious issues of bullying should be referred to the Designated Safeguarding Lead/DHT.
- Informing relevant form tutors, pastoral year leaders who will carefully triage, investigate, liaise with families and follow our procedures working under the direction of the DHT.
- When consulted about a bullying incident, the staff handling the matter will interview separately the victim, the pupil exhibiting bullying behaviour and any witnesses, in order to establish an accurate account of events. A written report from those exhibiting bullying behaviour should be made and kept (records placed on the school recording system CPOMS);
- Implementing sanctions to ensure that the bullying stops.

Sanctions

- Imposing sanctions, where appropriate, in line with the behaviour policy;

- Taking steps to change the attitude and behaviour of the pupil exhibiting bullying behaviour as well as ensuring access to any support that is required;
- It is essential that both the victim and those exhibiting bullying behaviour are seen later to see if the issue has been resolved. If there is a continuation of the problem, then further action needs to be taken;
- Anti-bullying contracts will be drawn up in some instances.
- The school is committed to attempting to create empathy amongst those exhibiting bullying behaviour by asking them to reflect on the consequences and effects of their actions to discourage bullying tendencies.
- At whole school level, the prevention of anti-social behaviour lies at the heart of the pastoral system. The best protection is our positive achievement system where we aim to create a climate where anyone who is bullied will report it in the certainty of a sympathetic hearing;
- The school refuses to accept bullying and if all else has failed sanctions will be applied within the parameters of Hazel Wood High School behaviour management and discipline system.

All incidents of bullying are recorded on a bullying log. This will ensure that all incidents are monitored, identifying patterns of students involved and retaining cases as open and closed. We can monitor our procedures to ensure they are effective. The maintenance of the bullying log is the responsibility of the Safeguarding Officer.

There may be circumstances where the bullying incident is addressed as a child protection concern under the Children Act 1989. If this is the case, because there is reason to suspect that the child may be suffering, or is likely to suffer significant harm, the incident will be passed to the Designated Safeguarding Lead/Deputy Headteacher. This may then involve liaison with Social Care and/or the police.

Case review system

- Pastoral Managers / Year Leaders – 2 Week Case Review using reports from CPOMS entered into the bullying log.
- Review individual cases every two weeks and liaise with families and the harmed person prior to closing cases. Closed cases signed off on CPOMS and conversations with parents logged;
- Half termly review of the log and checks completed by the Safeguarding Officer where they will review all cases including update check on contracts. Cases will remain open and active until all parties are confident there are no issues;
- The Headteacher reviews all cases with contracts, and anti-bullying data is reported to governors four times a year.

- The Anti-Bullying Log Review is scrutinised and monitored termly to ensure that school leaders are addressing the key priorities in the policy.

Complaints

If a parent or carer is dissatisfied with the response made by the school following a reported incident of bullying, they may make a complaint in accordance with the school's complaints policy.

Equal Opportunities

In implementing this policy all members of staff must take into account the school's Equal Opportunities Policy. Staff must ensure that no pupil involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

Additional Information

The original policy was a co-produced anti-bullying document for Hazel Wood High School. It was created in partnership with the school council, parents and community representatives (Bury LA Well Being Co-Ordinator, representatives from Bury Asian Women's Group, the Community Development officer from East Ward, Hazel Wood High School Community Policing Team).



Seven Steps Anti-Bullying System

①

Interview the victim about how they are feeling.

This is when a member of staff finds out that bullying is taking place and talks to the victim to gather the details

Members of staff should log the case on CPOMS and detail what has been happening. Each case should be assigned to the PYL for that year group.

③

Explain the problem.

Tell the pupils involved how it is making the victim feel – **no details are discussed at this point.**

A meeting should take place with the PYL to discuss how the victim is feeling. The PYL must not go into detail about the victim at this point.

⑤

Suggestions

Group members are encouraged to make suggestions as to how they can make the victims time in school better.

Each member of the group is asked to suggest how they can make the victim feel better. Positive responses can be given by the PYL but no blame is given.

⑦

Meet again for individual interviews.

About a week later, the member of staff discusses with each pupils, including the victim, how things are going. This helps to monitor the bullying and keeps all of the individuals involved.

The PYL will arrange a meeting with each of the pupils involved to see if things have improved and monitor the bullying. At this point, the PYL might escalate the case. All actions should be added to the anti-bullying log.

②

Meeting with the people involved.

The member of staff will meet with the people involved and take statements.

The PYL or form tutor should take statements from the people involved and upload these to CPOMS and offer support to the victim by putting the school's procedures in place.

④

Share the responsibility. (No blame)

Blame is not given to anyone but the group are informed that they have a responsibility and they can do something to help.

The PYL will work with the group by explaining they know that they are responsible for the incidents and they have to take responsibility to make this right.

⑥

Leave it up to them

The responsibility is passed over to the group to solve the problem. The member of staff responsible for the case arranges a meeting with the group to see how things are going.

The meeting is ended by the PYL passing the responsibility over to the group to solve the problem..