



Hamstead Hall Academy

ANTI BULLYING POLICY 2026

Reviewed	September 2026
Approved by	Hamstead Hall Academy Local Governing Body
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1. Introduction

1.1 At Hamstead Hall Academy we are committed to ensuring that all pupils have the right to receive their education in a safe and inclusive environment that is conducive to a supportive and caring culture without the fear of being bullied. This policy is designed to ensure that, as an Academy, we are alert to signs of bullying, create an environment where pupils have safe adults to report to and ensure we act promptly and firmly against any form of bullying.

1.2 Bullying is included in section 5 of our behaviour policy and points from this document may be referred to throughout.

2. Definition

2.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore, deliberately hurtful, repeated (often over a period of time), usually unprovoked and difficult to defend against.

2.2 There are different forms of bullying including emotional/psychological, verbal, physical and cyber. Below is a table to provide some examples of each (this is not an exhaustive list):

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, psychological
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including racial, faith-based, gendered (sexist), homophobic/biphobe, Transphobic, disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular protected characteristic (e.g. gender, race, sexuality). See point 3.1.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Can include sub-tweeting and vaguebooking, sending abusive or threatening text messages, creating or sharing embarrassing images or videos, creating fake accounts and much more.

2.3 Some forms of bullying may break the law and as such may be reported to the police by the school and/or the victim. This could include violence and assault, theft, repeated harassment or intimidation (such as abusive phone calls/messages, threats, sexual harassment etc.) and hate crimes (as outlined in point 3.1).

2.4 The impact of bullying can be serious. Bullying invariably undermines self-confidence and has the potential to create short and long term effects for the victim such as depression, anxiety, stress, poor mental health as well as physical ill-health. It can also impact current and future relationships, societal isolation and negatively impacting attendance to school.

3. Anti-discrimination Laws

3.1 As per the Equality Act 2010, it is against the law to discriminate against anyone because of a protected characteristic, which includes:

- Age
- Gender reassignment
- Disability
- Race (including colour, nationality and ethnic or national origin)
- Religion or belief
- Sex
- Sexual orientation

3.2 Incidences of this nature, be it direct, indirect or harassment may be reported to the police by the victim, their family or the Academy. This can be directly or via the Academy's School Intervention Police Officer.

4. Reporting Bullying and Investigations

4.1 At Hamstead Hall Academy, we regularly encourage the reporting of any concerns or issues a pupil may be experiencing. Equally, we encourage pupils not to be bystanders and promote the ethos of 'doing the right thing' by informing staff if they are aware of any potential bullying taking place. It is important that we create an atmosphere in the academy where students who are being bullied or others who know about it, feel that they will be listened to and believed and that any action taken will be swift but sensitive to their concerns.

4.2 All pupils can report bullying to themselves or someone else to a number of safe adults including:

- Speaking to their Form Tutor
- Speaking to their Year Team (Pastoral Manager, Progress Leader or Year Leader)
- Speaking to the Safeguarding Lead
- Reporting online via the Sharp System (option for anonymity)
- Informing their parent/carer and asking them to report it to the Academy
- Speak to our School Intervention Police Officer who regularly visits the Academy
- Importantly, all pupils are reminded that they can report any concerns of bullying to **any** member of staff that they feel comfortable to

4.3 The pastoral and safeguarding team will implement the anti-bullying policy and ensure that all staff (teaching and support) are aware of the policy and know how to record and report incidents of bullying. The pastoral team will maintain records of incidences of bullying and will provide the opportunity for all pupils involved to share their voice via a completed incident form. The pastoral or safeguarding team will ensure that parents/carers of pupils involved are informed as soon as reasonably possible when information has been gathered.

4.4 Incidents will be dealt with in line with the Academy procedures using relevant interventions and/or sanctions as outlined in the behaviour policy. Interventions and sanctions may include restorative justice, mediations, counselling/mentoring (both parties), educational interventions, parent/carer meetings, internal suspensions, fixed term suspensions, off site-direction, permanent exclusion, referral to external agencies such as the police or children's services (dependent on circumstances). A combination of these approaches are often applied over a period of time as appropriate to the escalation of an incident or incidences of bullying.

5. Prevention

5.1 Our Academy has created an ethos of good behaviour whereby pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. In upholding our Academy ethos and values, pupils are encouraged to be model citizens of the Academy. Values of respect for staff and other students, an understanding of the value of education, and a clear understanding of how our actions affect others, permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

5.2 Bullying is included within the Academy behaviour policy (section 5). The Academy has developed a code of behaviour and values that sets out how everyone involved in our Academy is expected to behave in face to face and online, and within and outside of our immediate school environment. We take proactive measures and opportunities throughout the year to raise awareness of bullying and the impact of it and how to prevent it. This includes form time activities, assemblies, parent/carer workshops, taking part in initiatives such as anti-bullying week, PSHE activities, interactions and support from our School Intervention Police Officer as well as more specific and targeted interventions with groups of pupils. We do our best to create an inclusive atmosphere in school by encouraging open discussions about the differences between people that could motivate bullying, such as religion; ethnicity; disability; gender; sexuality; appearance related difference; different family situations, children being in the care system; or those with caring responsibilities. We also teach our students that using any prejudice-based language is unacceptable and any discriminatory language is challenged. Hamstead Hall Academy also seeks opportunities to learn and celebrate difference.

5.3 Aspects of the behaviour policy and student code of conduct are in place in part to help prevent incidences of bullying. For example, pupils are not permitted to use their mobile phone on site. This helps to reduce incidences of cyber bullying.

5.4 During unstructured time (break and lunch time, before and after school at the main gates), staff are present and circulating on duty. Members of duty staff are vigilant around site and will challenge any signs of bullying behaviours. Equally, pupils will be able to easily locate members of staff on duty should they have any concerns. Duty staff include members of senior leadership team.

5.5 We continue to create and promote safe spaces for pupils during unstructured times which include the Library, SEN Resource Base, sensory room, lunch time clubs – all of which are supervised voluntarily by members of staff. We continue to seek further opportunities for safe spaces throughout the academic year.

5.6 Ensure the curriculum continues to offer regular opportunities for pupils to understand the implications of bullying and the appropriate action to take. Information gained from pupil discussions, 'student voice' questionnaires, feedback from representatives from the Young People Parliament and Wellbeing award ambassadors will be used to target areas of concern around the Academy.

5.7 Pupils identified with special educational needs or disabilities (SEND) can sometimes lack the social or communication skills to report such incidents, so staff and key adults are alert to the vulnerabilities of these pupils and regularly provide opportunities to share any concerns, ensure the pupil is clear of safe spaces available, be vigilant of interactions from peers and any changes in behaviour.

5.8 At Hamstead Hall Academy, we promote a culture of pupils being upstanders to bullying or any incident of unkind behaviour. We celebrate and reward students who take positive action such as trying to prevent an incident from happening/continuing, reporting on behalf of the person being bullied, seeking help from a member of staff and offering comfort/emotional support to the victim. Equally, we also challenge and where appropriate sanction bystanders who may act as a reinforcer by encouraging or celebrating an incident/s, attempting to record an incident on an electronic device or simply not taking positive action to seek help from a member of staff but instead standing and watching.

6. Monitoring and Review

7.1 This policy, the information included and its implementation will be monitored by the Governing Body and reviewed annually. The next review date is scheduled for September 2026. This policy must be considered as a working document that is reviewed and updated to inform practice.

7.2 This policy statement should be read alongside our organisational policies and procedures including:

- Behaviour Policy
- Safeguarding Policy
- Managing allegations
- Equality, diversity and inclusion