



North Hill House School



Countering Bullying Local Procedure

October 2025

Children's Services: Countering Bullying

Local Procedure Title	Countering Bullying
Service	North Hill House School
ACS Policy number and title	ACS 03 Countering Bullying
Local Procedure template reference	ACS LP 03
Local Procedure date	October 2025
Local Procedure review date	October 2027
Local Procedure Author(s)	Leigh Murray and Carly Brown
Local Procedure Ratification	Checked and Approved by: Michael Pearce

1. Introduction

- North Hill House have drawn up these local procedures to promote a school where all children and young people are able to live and learn in environments which are free from bullying, and where mutual respect for others thrives.
- These procedures are to help us to prevent bullying and give clear guidelines for staff and students to follow when reporting and managing both reported and suspected incidents of bullying and ensure that appropriate strategies are in place to minimise risk to the child or young person and others, that children and young people learn that bullying in any form is unacceptable and learn to develop and maintain positive relationships.
- It is everyone's responsibility to prevent bullying and to tackle bullying as and when it occurs. Anyone who knows or suspects that bullying is taking place is expected to, in the first instance support the student, and report it to a senior member of staff.
- Bullying can affect all aspects of a child's life, including their performance and attendance at school. They may find it hard to concentrate on schoolwork or be too afraid to go to school.

2. The objectives of this Anti-Bullying Procedure are to ensure:

- All staff and pupils fully understand the definition of bullying and know the various forms of bullying.
- All staff and students know what action to take when bullying is suspected, seen, heard, or reported.
- All students and parents know the school's position on bullying and what to do if bullying arises.
- Students and parents are assured that bullying is taken seriously and those reporting any incident of bullying will be supported and bullying concerns will be dealt with effectively and sensitively.
- Practices to prevent and reduce bullying are developed.
- We demonstrate our commitment to promoting respect for one another.
- The promotion of understanding and respect for cultural diversity by addressing all forms of prejudice and intolerance.

3. Definitions of bullying

Bullying is an unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. The following types of bullying behaviour are included in the definition of bullying:

Children's Services: Countering Bullying

- Physical bullying such as threats, aggression, and violence.
- Emotional bullying such as deliberate exclusion, malicious gossip, and other forms of relational bullying.
- Verbal bullying such as name calling.
- Cyber-bullying.
- Identity-based bullying such as homophobic bullying, racist bullying, gender-based bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

See **Appendix 1** for examples of bullying behaviours.

4. Encouraging a 'culture of enquiry'.

- This anti-bullying procedure is part of the school's on-going objective to encourage a therapeutic milieu—in which the 'whole child' is supported to develop social and interactive skills—to assist in their progress towards understanding respect of self and others.
- A 'culture of enquiry' will look beyond students' presentations to identify and understand underlying difficulties a student may be experiencing. Students are often unable to contain emotional anxiety or appropriately express their needs without adult assistance.
- Adults within the school will be observant, attentive, and attuned to the students' needs in all the aspects of their work and will:
 - Constantly challenge—in a non-shaming way—attitudes that lead to bullying behaviour.
 - Promote an anti-bullying ethos in the school, underpinned by a culture of enquiry.
 - Embed in pupils the confidence that incidents of bullying will be dealt with promptly and effectively.

5. Vulnerability Factors

- Any child can be bullied. If a child is seen as 'different' in some way they can be more at risk.
- Children diagnosed with autism may present with certain behavioural traits including clumsiness, poor hygiene, rigid rule-keeping, talking obsessively about a favourite topic, display challenging behaviours and inflexibility and these behavioural traits may make children with autism more prone to being bullied.
- A child or young person may not have the confidence to report being bullied.
- A child or young person experiencing bullying may:
 - Be unwilling to go to school.
 - Be frightened of walking to or from school or begs to be driven to school.
 - Become withdrawn, anxious, or lacking in confidence.
 - Start stammering.
 - Cry themselves to sleep at night or have nightmares.
 - Feel ill in the morning.
 - Begin to do poorly in schoolwork.

Children's Services: Countering Bullying

- Come home with books or clothes torn or damaged or with unexplained cuts or bruises.
 - Repeatedly lose possessions or dinner money.
 - Ask for money or start stealing money (usually to pay a bully).
 - Become aggressive, disruptive, or unreasonable.
 - Begin bullying other children or siblings.
 - Stop eating.
 - Be frightened to say what is wrong.
 - Attempt or threatens suicide or run away.
 - Give improbable excuses for any of the above.
- All staff should also be concerned when observing the following:
 - Sudden or gradual deterioration of work.
 - Isolation.
 - Spurious illness.
 - Erratic attendance.
 - Desire to remain with adults.
 - Avoidance of the playground/recreational time.
 - Any of these behaviours could be symptomatic of other problems and may be nothing to do with being bullied. However, bullying should always be considered a possibility and investigated as such.

6. Identification, Reporting and Resolution

- Members of staff will listen carefully to student's reporting bullying and support them to complete a student record of concern form, if appropriate. (See bullying resources and forms folder or available leaflets around the school).
- The staff member will record any intervention or interaction taken in respect of the reported bullying; this may include a problem-solving approach, where each student is given the opportunity to contribute, focussing on finding a solution to the problem and stopping the bullying from reoccurring. If the staff member is successful in assisting the students in reaching a resolution, she/he will still need to report the concern and outcome to the staff member responsible for overseeing reports of bullying.
- Members of staff will report any observed bullying, even if the student does not report any concerns and again include their interaction with the students. Concerns should be reported on the Behaviour Tracker and Engage (online reporting system). All concerns will be passed to the staff member responsible, or in their absence another member of the Senior Leadership Team.
- Students involved in bullying concerns will be given the opportunity to talk to a staff member responsible for overseeing reports of bullying (see Anti Bullying Policy ACS03 6.2-6.4, Stages one, two and three).
- Where possible the staff member responsible will meet with students. In all cases the staff member responsible will write to the student offering support and further letters to keep the student updated on actions identified (see **Appendix 2** Letter Template).

Children's Services: Countering Bullying

- All incidents must be reported to the Safeguarding Team. All incidents will be reviewed regularly by Managers; this will allow strategic planning and focus on prevention (such as PHSE lessons).
- Outcomes of reviews will be shared in Senior Leadership Team meetings and Governance Meetings for further analysis, and for further strategic planning.

7. Advice for Students

- There is advice about bullying displayed within school along with student leaflets which are in the student reception area.
- Bullying is addressed in Tutor time, PHSE and imbedded throughout the curriculum.
- You will be given a chance to talk about what has happened with a member of staff and you will be told how we will investigate what has happened.
- You will be offered support from staff and will be given reassurance from staff members, if you need to speak to a counsellor, we can put in the relevant referral to our therapy team.
- You will be offered advice on how to avoid getting into difficult situations with the bully/bullies in the future.
- We believe that it is important that your parents or carers are informed to ensure they can support you when you are at home.
- Appropriate resolutions and outcomes will be actioned following an incident of bullying.
- If there is no proof that you have been bullied it does not mean that staff will not believe you, it means that staff will continue to investigate the situation until they can find the right answers and resolutions.

8. Advice for Parents / Carers

- Nobody deserves to be bullied and we want all our children and young people to feel safe and supported in school.
- If you are worried about your child being bullied, ask them directly, take bullying seriously and take time to find out the facts when told about an incident of bullying.
- If you think your son/daughter is being bullied, inform the school. This could be communication with your child's teacher or call the school and ask to speak to someone from the safeguarding team.
- Parents and North Hill House will work together to devise strategies that will help the young person and will provide support inside and outside of school (where appropriate).
- Do not encourage the young person to retaliate. If you become aware of an incident, please inform the school where together we can formulate a plan of action to prevent a recurrence.
- If you know someone is being bullied inform the school immediately. Advise the young person not to hesitate in reporting it to a member of staff.

9. Advice for staff

- Remain calm. Take the incident seriously and make it clear that bullying is not acceptable or tolerated.
- Take the time to make the situation safe, if necessary, i.e., remove the victim immediately and offer support, ensure appropriate support is in place for both young people. Call on senior staff to assist if necessary.

Children's Services: Countering Bullying

- Take time to write a full account of the incident and complete an incident report on Engage. Ensure the Safeguarding Team are alerted as soon as possible, preferably on the same day and always within 24 hours.
- Both the victim and the alleged bully should write an account of the incident. (This may be dictated to a member of staff to write; they must sign the report as 'scribed by'.) These accounts are to be kept on record.
- Depending on the seriousness of the incident, parents/caregivers of both the bully and the victim may be invited to attend a meeting to discuss the incident(s).
- Bullies must not be treated in a way that involves anger, aggression, or humiliation. The bully will be expected to make amends fully with the other party. This could involve a public apology, a private face-to-face apology, or a written apology. Conciliation between those involved is essential and staff should explore what resolutions can be identified that all parties are agreed on.
- Advice on bullying is displayed throughout the school, and resources available on the shared drive. If you cannot find what you are looking for please ask the safeguarding team who will be able to sign post you to additional information.

10. Training

- North Hill House has a robust training schedule which includes Team Teach, Positive Behaviour Support, Incident Management & Reporting, Safeguarding and social media, and any other training relevant to individual roles.
- All staff receive training in Safeguarding and Keeping Children Safe in Education (KCSIE) annual updates. Further resources can be found in the KCSIE guidance.
- Other resources are also available on the shared drive that can be used on an ad hoc basis, e.g. teaching resources on specific topics such as Cyber Bullying, resources for student meetings, team meetings and or information evenings or events.

Contents Checklist (Local Services may add additional items – this is a core list)

How is information about preventing bullying communicated to children and young people?	✓	How are records of bullying and interventions taken to prevent and manage them maintained, and who does this?	✓
How is information about preventing bullying communicated to staff?	✓	How are incidents of bullying monitored?	✓
How are debriefs with children and young people facilitated and recorded following incidents of bullying or suspected bullying?	✓	How and when are staff trained to prevent and manage incidents of bullying?	✓
How are debriefs with staff facilitated and recorded following incidents of bullying or suspected bullying?	✓	How and when are staff trained to prevent and manage incidents of cyber-bullying?	✓

Children's Services: Countering Bullying

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
October 2023	SLT	Various updates to sections, advice and guidance, and terminology throughout.
October 2024	Headteacher	Removal of DSL Chris Flemming from letter.
October 2025	Headteacher	Date changes

Children's Services: Countering Bullying

APPENDIX 1: EXAMPLES OF BULLYING BEHAVIOURS

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g., sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression. • Damage to property. • Name calling. • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person. • Offensive graffiti. • Extortion. • Intimidation. • Insulting or offensive gestures. • The “look”. • Invasion of personal space. • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person's reputation. • Harassment: Continually sending vicious, mean or disturbing messages to an individual. • Impersonation: Posting offensive or aggressive messages under another person's name. • Flaming: Using inflammatory/vulgar words to provoke an online fight. • Trickery: Fooling someone into sharing personal information which you then post online. • Outing: Posting or sharing confidential or compromising information or images. • Exclusion: Purposefully excluding someone from an online group. • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety. • Silent telephone/mobile phone call. • Abusive telephone/mobile phone calls. • Abusive text messages. • Abusive email. • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles. • Abusive website comments/Blogs/Pictures. • Abusive posts on any form of communication technology.
<p>Identity Based Behaviours</p> <p>Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	

Children's Services: Countering Bullying

Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation. • Taunting a person of a different sexual orientation. • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner. • Physical intimidation or attacks. • Threats.
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background. • Exclusion on the basis of any of the above.
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip. • Isolation & exclusion. • Ignoring. • Excluding from the group. • Taking someone's friends away. • "Bitching". • Spreading rumours. • Breaking confidence. • Talking loud enough so that the victim can hear. • The "look". • Use or terminology such as 'nerd' in a derogatory way.
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching. • Harassment.
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling. • Taunting others because of their disability or learning needs. • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying. • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability. • Setting others up for ridicule.

Children's Services: Countering Bullying

APPENDIX 2: LETTER TEMPLATE

NHH Safeguarding Team

North Hill House

Date: [INSERT]

Dear [NAME],

We are sorry you feel you are experiencing bullying at school and want to assure you we take reports of bullying or bullying behaviours very seriously.

We understand that it can be difficult to report bullying or bullying behaviours you are concerned about, and we appreciate any information you can give us that may help us to investigate any concerns thoroughly. There is a 'Student Record of Concern' form that you can complete and hand into the safeguarding team.

You can also speak to anyone from the Safeguarding Team about your concerns:

- Carly Brown, Designated Safeguarding Lead
- Michael Pearce, Head Teacher
- Leigh Murray, Deputy Safeguarding Lead
- Sam Carey, Head of Learning Support

We will investigate the concerns you have raised and will keep you up to date with our investigation and outcomes.

You will also have the opportunity to complete a feedback form about how the concern has been managed, and if you feel the concern has been resolved.

In the meantime, if you would like to meet to talk further regarding your concerns then please do ask to see a member of the safeguarding team.

Yours sincerely

[NAME]

[ROLE]