Oak Hill Academy
West London
an Aspirations Academy

ANTI-BULLYING STRATEGY

2026–2027



Oak Hill Academy West London is committed to ensuring that every child feels safe, respected, valued and included.

Review: Autumn 2027

Our vision and commitment

At Oak Hill Academy, every child has the right to feel safe, happy, valued and respected. We nurture responsible, considerate and resilient children who have a strong sense of belonging within our Oak Hill family. Bullying, discrimination, intimidation and harassment are not tolerated.

We aim to prevent bullying through positive relationships, inclusive teaching, safeguarding, consistent expectations and opportunities for children to learn kindness, empathy and respect. We respond promptly when concerns arise and monitor whether our actions make children safer.

National Guidance and Statutory Framework

At Oak Hill Academy West London, our approach to preventing and responding to bullying is informed by national legislation, statutory guidance and recognised best practice.

Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 requires maintained schools to have measures in place to encourage good behaviour and prevent all forms of bullying among pupils. As an academy, Oak Hill Academy follows the relevant requirements for academy behaviour arrangements and is committed to maintaining a safe, respectful and inclusive learning environment.

Equality Act 2010

The Equality Act 2010 places duties on schools to prevent unlawful discrimination, harassment and victimisation. At Oak Hill Academy, we actively promote equality, celebrate diversity and challenge prejudice-based bullying, including behaviour related to protected characteristics.

Keeping Children Safe in Education (DfE, 2026)

We recognise that bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying, can be a safeguarding concern. Where bullying involves a risk of harm, concerns are addressed in accordance with our Safeguarding and Child Protection Policy and the latest statutory guidance.

What is bullying?

The Department for Education describes bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. Bullying often involves an imbalance of power, which may be physical, social or psychological.

- Verbal: name-calling, insults, threats, teasing and offensive remarks.
- Physical: hitting, kicking, pushing, intimidation or damaging belongings.
- Social or relational: exclusion, rumours, manipulation of friendships and isolation.
- Online: harmful messages, harassment, misuse of images and exclusion through digital platforms.
- Prejudice-based: behaviour motivated by actual or perceived differences, including racist, faith-related, sexist, homophobic, transphobic and disablist bullying, and bullying relating to SEND or other protected characteristics.

Not every disagreement or isolated incident is bullying. Nevertheless, all unkind, threatening, discriminatory or harmful behaviour is taken seriously; a single serious incident may require safeguarding action.

Preventing bullying through school culture

Prevention is a whole-school responsibility. All adults model calm, respectful behaviour and challenge unkindness promptly. Our curriculum, assemblies and everyday interactions promote equality, positive relationships and inclusion.

- Wellness Curriculum,(PSHE) relationships education, assemblies and wider curriculum opportunities teach respect, kindness, diversity and how to seek help.
- Zones of Regulation, social skills groups, Growth Groups and pastoral support develop emotional understanding and positive relationships.
- Positive behaviour is consistently recognised and celebrated, while any incidents involving discriminatory language, stereotypes or exclusionary behaviour are dealt with promptly and appropriately in line with our Behaviour and Suspensions/Exclusion Policy. Online safety teaching (Computing Curriculum) helps children recognise and report cyberbullying.
- Transition and friendship support is offered when children need it.

Pupil Voice and Anti-Bullying Ambassadors

Pupils help shape this strategy through Aspirations Parliament, class discussions, questionnaires and accessible consultation, including the views of pupils with SEND. The academy will confirm and develop the role of Student Anti-Bullying Ambassadors, who may support assemblies, awareness campaigns, peer inclusion and Anti-Bullying Week. Adults remain responsible for investigating concerns and managing serious incidents.

Recognising possible signs of bullying

Changes in a child's behaviour may indicate that they are experiencing difficulties or require additional support.

Staff and families should be alert to reluctance to attend school, withdrawal, anxiety, unexplained injuries, missing belongings, changes in friendships, distress around breaktimes or a decline in confidence or engagement.

These signs do not necessarily mean that bullying is taking place. Staff will explore concerns sensitively, listen to the child and consider whether additional support or safeguarding action is needed.

How to report concerns

Children may tell their class teacher, teaching assistant, Behaviour Learning Mentor, any trusted adult, a member of the Senior Leadership Team or a Designated Safeguarding Lead. Parents and carers may contact the class teacher or leadership

team. Staff listen, reassure, consider immediate safety and record the concern using the academy's agreed system.

The role of witnesses and bystanders

Children who witness bullying are encouraged to tell a trusted adult promptly, offer kindness and support to the child affected, and avoid joining in, laughing, sharing hurtful messages or escalating a confrontation. Children should not be expected to intervene physically or put themselves at risk.

Adults will reinforce these expectations through Wellness (PSHE), assemblies and pupil-led activities. Anti-Bullying Ambassadors can promote positive messages but do not investigate incidents.

How we respond to reports

Stage	What we do
Listen and protect	Take the concern seriously, reassure the child and address immediate safety.
Investigate	Speak separately with those involved and witnesses; review available evidence.
Record	Document accounts, decisions, actions and patterns on the agreed system.
Communicate	Update relevant parents appropriately while respecting confidentiality.
Act	Use proportionate consequences under the Behaviour and Suspensions/Exclusion Policy alongside teaching and support.
Support	Put in place support for children affected and those displaying bullying behaviour.
Review	Check that the behaviour has stopped and adapt measures if needed.

Restorative approaches may be used only when safe and appropriate. Children who experience bullying are never pressured to meet or forgive another child.

Response responsibilities and communication

All staff must respond promptly to a concern and share it with the appropriate class teacher and senior leader. Immediate safety or safeguarding concerns must be addressed without delay and referred to the Designated Safeguarding Lead where necessary.

The senior leader overseeing the concern will ensure that accounts are gathered, the agreed recording system is updated, parents are contacted as appropriate, and a follow-up plan is in place. An initial acknowledgement and update should be provided as soon as reasonably practicable; any locally agreed response timeframe will be confirmed before publication.

The Assistant Principal for Inclusion may oversee patterns and follow-up monitoring, subject to confirmation of the academy's agreed leadership responsibilities. Staff will review and monitor any further incidences.

Supporting children affected by bullying

Support may include:

- a trusted adult
- regular check-ins
- ELSA or nurture provision
- friendship support
- a safe space
- increased supervision

Where needed, daily check-ins may take place in the morning, after break and before home time. Staff monitor wellbeing and whether incidents recur.

Supporting children displaying bullying behaviour

The academy combines accountability with targeted teaching on empathy, emotional regulation, relationships and the impact of actions. Staff may involve the Behaviour Learning Mentor, SENDCo, pastoral team and external professionals. Additional needs do not excuse harmful behaviour, but disability-related needs and reasonable adjustments are considered.

SEND, inclusion and vulnerable pupils

Some children with SEND may be more vulnerable to bullying or find it difficult to identify, explain or report their experiences. We use accessible reporting, visual supports, social stories, adapted communication and trusted adult support where appropriate.

Some children with Special Educational Needs and Disabilities (SEND) may be more vulnerable to bullying or find it difficult to identify, explain, or report their experiences. To ensure all pupils are fully supported and protected, we tailor our approach according to specific areas of need:

- Children with Communication and Interaction Needs (e.g. Autism Spectrum Condition, Speech, Language, and Communication Needs)

- Children with Social, Emotional, and Mental Health (SEMH) Needs
- Children with Cognition and Learning Needs (e.g. Moderate or Severe Learning Difficulties, Dyslexia)
- Children with Physical, Sensory, or Medical Needs
- Children who Mask or Internalise Anxiety

Safeguarding and serious incidents

Where bullying raises concerns about significant harm, serious violence, sexual harassment, coercion, threats or child-on-child abuse, staff refer immediately to the Designated Safeguarding Lead and follow safeguarding procedures. The academy involves children's social care, police and other agencies where necessary.

Cyberbullying and incidents beyond the school gate

Concerns arising on social media, gaming, messaging or journeys to and from school are considered when they affect pupil safety or school relationships. The academy will take appropriate and lawful action, including safeguarding referral where needed. Parents are encouraged to preserve relevant online evidence and report harmful content to platforms.

Supervision and safe spaces

Staff supervise playgrounds, corridors, toilets, lunchtimes and transitions. Leaders review reported hotspots, supervision arrangements and routines. Structured play, supported activities or agreed safe spaces may be offered for children who find unstructured times difficult.

Working with parents and carers

We listen respectfully, communicate appropriate next steps and work with families to support children. We maintain confidentiality and cannot disclose another pupil's personal information or individual sanctions. Unresolved concerns may be raised through the academy's complaints procedures.

Monitoring, evaluation and review

Leaders review frequency and recurrence of concerns, prejudice-related incidents, locations and times, pupil and parent feedback, and the experiences of vulnerable groups. Findings inform staff training, supervision, curriculum and pastoral support. The strategy is reviewed annually with pupils, staff and parents.

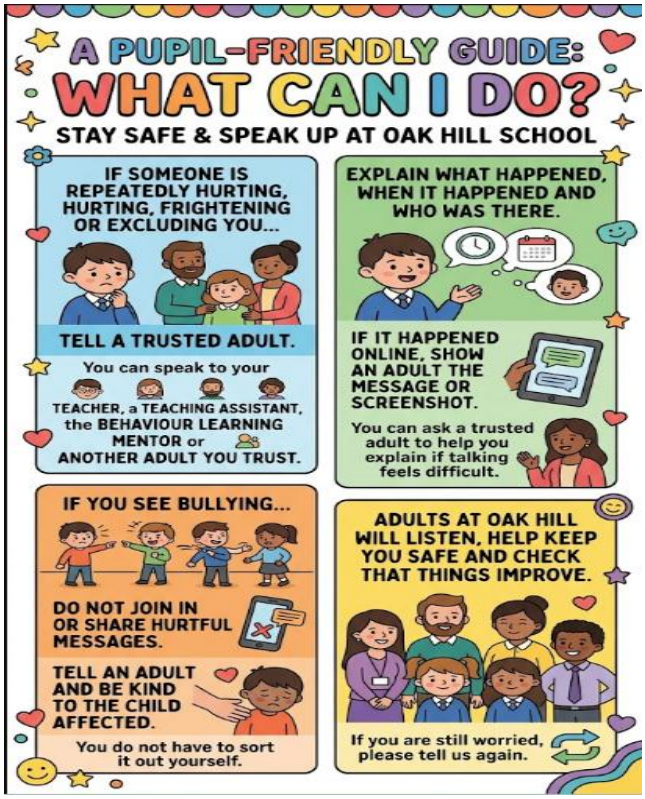
A pupil-friendly guide: what can I do?

If someone is repeatedly hurting, frightening or excluding you, tell a trusted adult. You can speak to your teacher, a teaching assistant, the Behaviour Learning Mentor or another adult you trust.

Explain what happened, when it happened and who was there. If it happened online, show an adult the message or screenshot. You can ask a trusted adult to help you explain if talking feels difficult.

If you see bullying, do not join in or share hurtful messages. Tell an adult and be kind to the child affected. You do not have to sort out the problem alone.

Adults at Oak Hill will listen, help keep you safe and check that things improve. If you are still worried, please tell us again.



Related school documents

Behaviour and Suspensions/Exclusion Policy; Safeguarding and Child Protection Policy; SEND Policy and SEN Information Report; Online Safety Policy; Equality information and objectives; Complaints procedures.