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Revisions

[illegible]

Nene Park Academy Anti-Bullying Policy

Nene Park Academy adheres to **Meridian Trust's Anti-bullying policy** which can be found [here](#), this policy should be read alongside the Academy's Behaviour Policy and Safeguarding and Child Protection Policy and reflects current statutory guidance, including Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children.

The Academy Council and staff believe that all students at Nene Park Academy are entitled to receive their education free from humiliation, intimidation, oppression, and abuse. It is the responsibility of all adults in the academy to ensure that this takes place (as per the Antidiscrimination Law).

Nene Park Academy is a member of the Anti-Bullying Alliance, and our policy reflects their 10 key principles of preventing and responding to bullying, as stated below:

10 Key Principles

School has committed to the following principles to prevent and respond to bullying.

Our school:

1. **listens** – all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **includes us all** – all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
3. **respects** – all school staff are role models to others within the school in how they treat others.
4. **challenges** – all forms of discriminatory language – including disablist language – is challenged taken seriously
5. **celebrates difference** – difference is actively and visibly celebrated and welcome across the whole school.
6. **understands** – all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. **believes** – all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. **reports bullying** – all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. **takes action** – we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying
10. **has clear policies** – our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

UNITED AGAINST BULLYING

Defining Bullying:

We define bullying as persistent or repeated, deliberate attempts to hurt or humiliate someone, or STOP:

- S – Several (more than one incident)
- T – Times
- O – On
- P – Purpose (as opposed to a spontaneous argument)

A single incident may not meet the Academy's definition of bullying but may still constitute serious misconduct or a safeguarding concern and will be responded to appropriately.

Bullying can occur through several types of anti-social behaviour. It can be:

Verbal	Name-calling, sarcasm, spreading rumours, teasing, harassment.
Emotional	Being unfriendly, tormenting (e.g. hiding books, threatening gestures or actions). Inappropriate 'looks or body language designed to intimidate or exclude from groups, games, or activities, stalking behaviour which creates unease and makes people feel unsafe.
Physical	Pushing, kicking, shaking, biting, hitting, punching or any use of violence that may cause physical harm. Unwanted physical contact including an 'invasion of personal space,' This includes the threat of violence or the encouragement of physical harm towards another.
Prejudiced	Bullying or harassment related to a person's actual or perceived race, religion or belief, sex, sexual orientation, gender reassignment, disability, or another characteristic. This can include racist, faith-based, sexist, misogynistic, homophobic, transphobic, and disablist language, taunts, graffiti, gestures, harassment, or threats.
Sexual	Unwanted sexual comments, remarks, jokes, harassment, or physical contact; sexualised bullying; rating another person's appearance; derogatory sexual remarks; or pressuring or coercing another person into sexual activity. This may also include taking or sharing intimate images without consent, including upskirting and AI-generated or digitally manipulated intimate images. Sexual harassment and sexual violence may constitute child-on-child abuse and/or a criminal offence and will be managed in accordance with the Academy's Safeguarding and Child Protection Policy.
Online	Bullying through digital technology, including social media, messaging services, group chats, gaming platforms, email, websites, and other online spaces. This may include threatening or abusive messages, deliberately excluding others, spreading rumours, impersonation, or fake accounts, sharing private information, images, or videos, and repeatedly sharing or reposting harmful content. Online bullying may also involve the creation, alteration or sharing of harmful content using artificial intelligence (AI), including deepfakes and digitally manipulated images or videos. The sharing of self-generated or AI-generated intimate images and/or videos will be treated as a safeguarding concern and dealt with in accordance with the Academy's safeguarding procedures.
Hazing	Or initiation rituals which may involve harassment, abuse, or humiliation, this can be online or in person.

All students have a right to be safe when attending our academy:

The academy will endeavour to work with parents, students, Meridian Trust, the police, and other appropriate external agencies to ensure that we are all safe.

- The academy will challenge language and behaviour that discriminates against others, including homophobic and transphobic comments, sexist, and sexual language, racist and faith targeted comments and disablist words.

The academy will endeavour to ensure that the academy community will act responsibly when online, or when communicating through technology in the same way that we would expect to behave towards one another, offline.

Working together to prevent and reduce bullying:

It is the responsibility of every member of the school community to work together to combat and, hopefully in time, to eradicate bullying.

The Principal is ultimately responsible for the well-being of all students and staff. All staff, students, parents, and academy councillors must be made aware of the policy alongside awareness being raised of the issues associated with bullying in the Academy.

All staff will:

- Treat each other and students respectfully.
- 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.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to appropriate tutor or House Office (SSA, tutor or Senior Tutor).
- Actively promote [Anti-Bullying Week](#) each year in their Tutor sessions and through various activities and resources that are selected for use before, during and after that week.

Members of staff can access regular CPD from being a member of the [Anti-bullying Alliance](#) and the academy regularly reminds staff of the 'top tips for responding to incidents of bullying,' which include:

- Bullying is not just something that children and teenagers go through. It is well researched that bullying causes long term damage to both the person on the receiving end, and those who bully.
- It is not a child's fault if they are bullied. Children should never be told to just ignore it, or to change who they are. It is the children doing the bullying that need to change their behaviour and their attitude. This is particularly true if the bullying is targeted at a pupil's gender, sexuality, race, faith, impairment, or special educational need.
- Avoid gender stereotypes when it comes to tackling bullying. Anyone can be capable of bullying behaviour, and it has a serious impact on both boys and girls.
- Children need to be supported to speak out if they or someone they know is being bullied. Make it clear how pupils can report bullying. If a child tells you, they are being bullied – take what they say seriously and ask them what they want to happen.
- Tell them that together you will make it stop and record all your actions. Make sure they know they can call a helpline like [Childline](#) any time.
- The only way to stop bullying is to acknowledge that it happens and create a talking culture in our academy where any hurtful behaviour is quickly brought out in the open, discussed and dealt with. It is rarely one on one behaviour and so take time to find out who else is involved—and how other pupils can support the person on the receiving end while making it clear to the person or people doing the bullying that it's not acceptable.

- Make sure your Anti-Bullying Policy is up to date, freely accessible and regularly promoted - and that it makes clear how you will respond to bullying as a school community.
We challenge all forms of offensive or discriminatory language in our academy (eg homophobic and transphobic comments, sexist, and sexual language, racist and faith targeted comments, disablist words).
- Take time to talk to pupils about what it feels like to be in our academy, whether there are any bullying hot spots – and if there is anything you could do differently to stop bullying.

We expect and teach our students to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the student who is being bullied unless it is unsafe to do so. Violence or threatening behaviour should not be used in any circumstance, and students should always seek the help of a trusted adult.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances. Witnessing bullying without acting or reporting it will be regarded as offering tacit support for the bully and effectively joining in with the bullying.

Anyone who becomes the target of bullies should:

- Not suffer in silence but have the courage to speak out and feel empowered by doing so.
- Contribute to the prevention of bullying in our academy.
- Not use bullying tactics themselves as retaliation.

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Taking appropriate responsibility for the use and misuse of technology, including social media
- Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken; whilst helping to foster confidence, assertiveness, and negotiation skills to deal with unkind behaviour.
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, trying to ascertain the truth.
- Speaking politely and acting respectfully towards all members of academy staff

The Reporting Process

- Bullying must be reported to the House office of the victim or a trusted adult within the academy.
- The House team will normally speak with and take statements from all involved.

The pastoral/House team will determine whether the incident meets the Academy's definition of bullying and ensure that appropriate information, actions, consequences, and interventions are recorded on the Academy's behaviour/MIS system. Where an incident constitutes or may constitute a safeguarding concern, this will also be recorded and reported through the Academy's safeguarding procedures.

Records will be monitored to identify repeated incidents, patterns of behaviour, vulnerable students, bullying hotspots and any trends relating to prejudice or protected characteristics.

- Parents of both the student who has experienced bullying and the student displaying bullying behaviour are informed if a confirmed bullying incident occurs, and of the actions taken to resolve it.

A restorative approach will always be sought in the first instance if appropriate.

Responding to Bullying

If bullying is suspected we talk to the suspected student who has experienced bullying, the suspected student displaying bullying behaviour and any witnesses. We support the students in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher or another teacher if they choose.
- informing the student who has experienced bullying ' parents by offering continuing support when they feel they need it.
- by-taking steps described below to prevent more bullying.
- Planned check-ins with the students and sharing with home.

We set appropriate consequences, yet try to help the student displaying bullying behaviour in the following ways:

- by talking about what happened, to discover why they became involved.
- informing the student displaying bullying behaviour parents.
- by continuing to work with the student displaying bullying behaviour to correct their bullying activities and attitudes through various interventions and external help.
- by taking disciplinary steps described in the **Academy Behaviour & Rewards Policy** and below to prevent more bullying.

Consequence & escalation route:

If any degree of bullying is identified an appropriate consequence (protective or educational) will be given depending on the individual situation and the Academy will endeavour to stop this behaviour from being repeated through following an approach of escalating consequences, which may include, but are not limited to:

- Restorative conversations.
- Educational consequences undertaken in Payback
- Internal Suspension.
- Suspension for a period of time.

- Removal from normal provision through direction to Appropriate Provision on or offsite, or a Managed Move to another school.
- Permanent Exclusion if the above fails and there are no other alternatives.

Many of NPAs policies and practices subscribe to the 'Therapeutic Approach' of behaviour management. This model identifies and tackles the root causes of the behaviour for the child to learn and engage with their learning more productively. For this to be effective there must be an understanding by all involved that NPA may carry out therapeutic interventions alongside the consequences above. In all instances, the Academy will endeavour to make the most appropriate decision that will maintain the safety and wellbeing of all students involved in the individual incidents.

Behaviour/bullying incidents occurring online or outside of the school day.

The way in which pupils relate to one another online can have a significant impact on the culture at academy. We recognise that negative interactions online can damage the academy's culture and can lead to it feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and that online incidents can occur both on and off the academy premises, regardless of acceptable user policies for IT systems and rules around mobile phone use.

Nene Park Academy is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect, and dignity.

*Many online behaviour incidents amongst young people occur outside the school day and off the academy premises. **The Department for Education's Behaviour Guidance for schools, states that parents are responsible for this behaviour.***

There are a number of organisations and authorities such as the Police and the [Anti-bullying Alliance](#) that can be contacted by parents to help them deal with bullying behaviour taking place outside of school hours.

However, often incidents that occur online will affect the academy culture. Therefore, where a pupil's behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions on the reputation or the orderly running of the school, Nene Park Academy will take appropriate action in our endeavour to create a safe and high-quality learning environment for all students and staff. The school will endeavour to investigate online bullying but may well have to wait until more complex social media interactions are investigated by the police. We would always recommend that parents and carers contact the police and report any incidents of online bullying or other types of bullying that occurs outside of the academy.

Further information and guidance:

[Meridian Trust Anti-Bullying Policy](#)

[Anti-bullying Alliance](#)

Nene Park Academy Behaviour Policy

Nene Park Academy Safeguarding and Child Protection Policy

Keeping Children Safe in Education

Behaviour in Schools – DfE guidance

Notes

For consideration when reviewing our Policy:

When reviewing our policy, we will pay due regard to the **Meridian Trust Anti-Bullying policy, Keeping Children Safe in Education** statutory guidance and consider the guiding principles outlined in the **Anti Bullying Alliance** resource for reviewing policies, which include:

- 1. Involving all members of the school community in writing or refreshing the policy. If it is not owned and understood by everyone it will not have an impact. This includes pupils of all ages and disabled pupils and those with special educational needs.*
- 2. Doing the groundwork – talking to pupils, parents, staff, and the wider community about what the issues are. Give opportunities to input in confidence so that people can be honest about what is good about current school practice – and what needs to change.*
- 3. Agree as a school community on what you mean by bullying. Never assume that everyone knows what you are talking about.*
- 4. List the different of behaviour that bullying might include and what you will be looking out for as a school community.*
- 5. Make sure you are explicit about your school approach to cyberbullying – whether inside or outside of school. Do you need to set clear expectations for pupils, staff, and parents?*
- 6. Talk about how bullying can be fuelled by prejudice and how you will work to create a culture where prejudice and hatred is not accepted. Be clear on what you mean by prejudice. Reference behaviour that is homophobic, transphobic, racist, targeted at faith, sexist, and disablist. Explain how this type of behaviour might manifest itself.*
- 7. Set clear boundaries and make sure these are understood by all pupils. Bullying thrives in cultures where name-calling, unwanted touch, rumour mongering, and disrespect go unchallenged. Think carefully about physical contact between members of your community and what is and is not acceptable.*
- 8. Agree routes for reporting bullying. Discuss whether there should be designated members of staff to manage bullying complaints. Be clear on timescales for responding to incidents, who you will involve, and what the different outcomes might be. How will you record incidents to establish patterns and provide evidence of action?*
- 9. Agree as a school community on ways you can all be involved in challenging bullying behaviour. Consider the role of peer mentors and leaders.*
- 10. Find out where the bullying hot spots are in your school and make changes to the environment or to your strategies that target these areas.*
- 11. Consider the experience of pupils in break and lunch times. Do you have a safe place that pupils can access? Free play is not for everyone so consider alternatives.*
- 12. Include your response to bullying on the way to and from school. Are there members of the wider community you can work with to prevent bullying in the streets or on transport?*
- 13. Make sure you link your anti-bullying policy to your safeguarding policy. When might you need to escalate a bullying incident to the police or children's services?*
- 14. Support pupils with managing relationship conflict. Promote assertive behaviour strategies, discuss how they can respond to verbal, physical, and online attacks. What are their options – how can they manage their response at an individual level and when might they need to seek support from others. What are the expectations on pupils, staff, and parents if they witness bullying behaviour? How can you support one another?*
- 15. Agree as a school community on how you can best respond to bullying incidents. Ultimately you all agree that you want the bullying to stop so how can you make sure that happens. Think about the*

different factors that might fuel bullying behaviour. How can you make sure that the pupil/s displaying bullying behaviour stop – and change in the long term. What additional support might those that have experienced bullying, and those that have bullied need? Remember bullying can have a significant impact on mental health so the goal must always be to nip it in the bud and to make sure the right support is in place.

- 16. Consider how you can celebrate diversity in a meaningful way. What do you need to do to be sure that anyone could walk into your school community and feel welcome?*
- 17. Accept that you will make mistakes but learn from them. Every bullying incident is an opportunity to learn and to improve your shared approach to tackling bullying.*
- 18. Agree a time each year to review your policy and consider setting up a team of pupils and staff dedicated to tackling bullying all year round.*
- 19. Get creative over how to share your anti-bullying policy. A paper policy is a good start but how about visual displays or pupil made films to emphasise different areas of the policy.*

The academy reserves the right to amend this policy to respond rapidly and appropriately to behaviours and situations that can hinder the learning and safety of students.

Where practicable we will notify parents and students before implementing any changes and will endeavour to consult where and when possible.