

## Anti-Bullying Policy

<b>Author:</b>	ABY
<b>Approval Date:</b>	22 September 2025
<b>Approval Body:</b>	Full Governing Board
<b>Review Date:</b>	September 2026
<b>Version:</b>	V2

Version	Date	Updates
V2	September 2025	Updates to Procedures section, all changes highlighted in yellow.

### Associated Policies

- Behaviour Policy
- Child on Child Abuse Policy
- Exclusion and Suspension Policy
- Learning for All-Equal Opportunities Policy
- Online safety and Acceptable use Policy
- Safeguarding and Child Protection Policy

<b>1</b>	<b>Policy Statement of Aims</b>
1.1	<p>The policy aims to ensure that:</p> <ul style="list-style-type: none"> <li>• The ethos of respect for self, respect for others, and respect for learning is supported and upheld.</li> <li>• Governors, teaching and non-teaching staff, students, and parents/carers understand what bullying is and how it is addressed.</li> <li>• Governors, teaching and non-teaching staff, students, and parents/carers understand the school policy on bullying, and the actions that will follow when bullying occurs.</li> <li>• Students and families are confident in the school's support when bullying is reported.</li> <li>• Consistent and effective action is taken to prevent and address bullying at NSG</li> </ul>
<b>2.</b>	<b>Legislation and statutory requirements</b>
2.1	The school has statutory responsibilities in regard to preventing and tackling bullying as set out in:
2.2	<p><b>Section 89 of the Education and Inspections Act 2006:</b></p> <ul style="list-style-type: none"> <li>• Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;</li> <li>• Headteachers can discipline students for poor behaviour that occurs, even when the pupil is not on school premises or under the lawful control of school staff.</li> </ul>
2.3	<p><b>Equality Act 2010</b></p> <ul style="list-style-type: none"> <li>• We are committed to eliminating discrimination, harassment, and victimisation through addressing prejudice and prejudice-based bullying. This is part of the Public Sector Equality Duty which is required under the Equality Act 2010 and covers these protected characteristics; disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity.</li> </ul>
2.4	<p>We take our responsibility for meeting the <i>Public Sector Equality Duty (Equality Act 2010)</i> seriously and take active steps to:</p> <ul style="list-style-type: none"> <li>• eliminate unlawful discrimination, harassment, victimisation</li> <li>• advance equality of opportunity between people who share a protected characteristic and people who do not share it</li> </ul>
2.5	<p><b>Safeguarding children and young people-Children Act 1989</b></p> <ul style="list-style-type: none"> <li>• A bullying incident may be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.</li> <li>• Even where safeguarding is not considered to be an issue, we will draw on a range of external services to support the pupil who is experiencing bullying, and to tackle any underlying issue which has contributed to a child engaging in bullying.</li> </ul>
2.6	<p><b>Keeping Children Safe in Education <b>2025</b> (KCSIE)</b></p> <ul style="list-style-type: none"> <li>• All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:</li> <li>• Bullying including cyber bullying</li> <li>• Physical abuse such as hitting, kicking, hair pulling</li> <li>• Sexual violence and harassment</li> <li>• Sexting</li> <li>• Initiation/hazing type violence and rituals</li> </ul>

2.7	<p><b>Criminal law</b></p> <p>Bullying in itself is not a specific criminal offence. However, some types of harassing, threatening behaviour or communications, could be a criminal offence, for example under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.</p>
3.	<p><b>Definitions</b></p>
3.1	<p>Following DfE guidance (<i>Preventing and Tackling Bullying</i>, latest edition) NSG uses the following definitions:</p> <ul style="list-style-type: none"> <li>• <b>Bullying:</b> The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.</li> </ul> <p><b>Bullying can be:</b></p> <ul style="list-style-type: none"> <li>• Physical: pushing, hitting, kicking.</li> <li>• Verbal: insults, threats, discriminatory language.</li> <li>• Indirect: exclusion, rumour-spreading, graffiti.</li> <li>• Cyber: online or text-based harassment, sharing offensive media.</li> </ul> <p><b>Bullying can relate to:</b></p> <ul style="list-style-type: none"> <li>• Race, religion, or belief</li> <li>• SEND</li> <li>• Gender or gender reassignment</li> <li>• Sexual orientation</li> <li>• Appearance or socio-economic status</li> <li>• Children who are Looked After or young carers</li> </ul> <p><b>Note:</b> Instances of conflict or isolated incidents of friendship turbulence between students are not classified as bullying. However, such situations are taken seriously and responded to appropriately.</p>
3.2	<p><b>Child-on-child abuse:</b> Any behaviour that harms another child physically or emotionally, whether one-off or repeated. Repeated instances are classified as bullying.</p>
3.3	<p><b>Bullying can also happen between adults and children and between adults.</b></p> <p>We believe that all forms of prejudice and prejudice-based behaviour and bullying are unacceptable and should be dealt with seriously</p>
4.	<p><b>Procedures (standards and action)</b></p>
4.1	<p>This policy sets out the school's approach to preventing and dealing with bullying</p> <ul style="list-style-type: none"> <li>• <i>On the school premises</i></li> <li>• <i>On the journey between school and home</i></li> <li>• <i>Online or by text where the impacts are felt in school</i></li> <li>• <i>In the wider community where the impact is felt in school</i></li> </ul>
4.2	<p><b>Bullying outside school premises</b></p> <p>Headteachers have a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff.</p> <p>This could relate to bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops.</p>

	Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or local authority
4.3	<p><b>Preventing bullying at NSG</b></p> <p>We aim to create a safe and inclusive environment via:</p> <p><b>Whole School Ethos</b></p> <ul style="list-style-type: none"> <li>• Promoting respect, accountability, and inclusion</li> <li>• Modelling positive behaviour and communication</li> <li>• Addressing prejudiced language immediately</li> <li>• Celebrating diversity and recognising difference</li> <li>• Supervising social times and offering structured activities</li> <li>• Supporting SEND students to manage relationships and emotions</li> <li>• Ongoing communication and cooperation to support the policy</li> </ul>
4.4	<p><b>Whole School Activities</b></p> <ul style="list-style-type: none"> <li>• Assemblies and campaigns addressing bullying</li> <li>• Student surveys to assess safety and experience</li> <li>• Visitors from organisations such as NSPCC</li> <li>• Mentoring and peer mentoring (Target Champions)</li> <li>• Lunchtime clubs, activities and safe spaces</li> </ul>
4.5	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Taught via PSHE, Ethics and Philosophy, and Literacy</li> <li>• Topics include: <ul style="list-style-type: none"> <li>◦ What bullying is and its impacts</li> <li>◦ Celebrating diversity</li> <li>◦ Empathy, conflict resolution, maintaining positive relationships and safe internet use</li> </ul> </li> </ul>
4.6	<p><b>Involving Students</b></p> <ul style="list-style-type: none"> <li>• The school Presidents team, school council members, CUE Council and other student leaders help gather student voice and feedback and lead initiatives.</li> </ul>
4.7	<p><b>Involving Parents and Carers</b></p> <ul style="list-style-type: none"> <li>• We recognise the vital role that parents and carers play in supporting our anti-bullying policy and in fostering a positive, respectful culture within the school community. Through the Home-School Agreement, we establish shared expectations and encourage a collaborative approach to promoting kindness, inclusion and accountability.</li> <li>• We are committed to working in partnership with families and proactively seek their views on matters related to behaviour, safety and wellbeing. This includes regular communication, opportunities for feedback, and ensuring parents and carers are informed and involved when concerns arise. By maintaining open and constructive dialogue, we aim to strengthen trust, consistency and early intervention.</li> </ul>
4.8	<p><b>Reporting Procedures</b></p> <p>If bullying is suspected or reported, the incident is taken seriously and dealt with as quickly as possible.</p>

**When bullying is reported:**

- Incidents are taken seriously and acted on promptly.
- A clear account is logged and passed to the Head of Academic Standards, with escalation taking place to a member or members of the senior leadership team as required.

**In cases of hate-based bullying:**

- The pastoral team will follow guidance on responding to prejudice-based incidents and complete the "Hate Incident Record" alongside the investigation
- A copy of the hate form will be uploaded to CPOMS
- Form tutors and relevant staff members will be kept informed
- Parents will be informed

**Investigation and Support:**

- All incidents and reports of bullying will be carefully investigated utilising the Bullying Behaviour Incident form. All parties are interviewed and records are stored on CPOMS.
- Relevant staff are informed and asked to monitor involved students.
- Parents are notified

**Support for victims:**

- Students who are victims of bullying behaviour will be offered support through their form tutor or another "safe" member of staff and provided with access to additional mentoring and/or counselling
- Students may also wish to access support to undertake restorative conversations.

**Support for those who bully:**

- Students who have bullied another student will be helped through behaviour discussions with a member of the pastoral team or other "safe" member of staff to understand motives and support personal reflection.
- The school will consider a referral to appropriate support services
- Parent will be involved to support these behaviours are addressed

**Restorative Approaches:**

- Mediation by trained staff may be used to repair relationships.

**Ongoing Monitoring:**

- The Head of Academic Standards and their team will continue to monitor the behaviours retaining oversight to prevent recurrence.

**Disciplinary Actions (if required):**

The following disciplinary steps may be taken:

- Official warning
- Restricted access to areas/activities
- Detentions and location tracking reports

	<ul style="list-style-type: none"> <li>• <i>Internal/external exclusion</i></li> </ul>
<b>5.</b>	<b>Training and support for staff</b>
5.1	<p>Annual safeguarding training includes updates on this policy.</p> <ul style="list-style-type: none"> <li>• INSET days cover: <ul style="list-style-type: none"> <li>○ Cyberbullying</li> <li>○ Homophobic/transphobic language</li> <li>○ Bullying and SEND</li> </ul> </li> <li>• Ongoing CPD is provided in response to trends or emerging concerns.</li> </ul>