

# Netherhall Mead Academy

## Anti-Bullying Policy

<b>Version:</b>	2
<b>Ratified by:</b>	Sarah Naylor
<b>Date ratified:</b>	April 2026
<b>Last reviewed:</b>	March 2023
<b>Next review:</b>	April 2028

### Revision History:

Version	Date	Author	Summary of Changes:
1	March 23	Liz Pilmore	
2	April 26	Amanda Harrison	Amendment of accessibility for families, including current practices and legislation

Earlier version history is available on request.

*Netherhall Mead Academy is committed to ensuring a safe, supportive and inclusive learning environment in which all pupils are valued, respected and protected from harm.*

*This Anti-Bullying Policy reflects the principles outlined by the Anti-Bullying Alliance (ABA) and recognises the complex needs of pupils with Special Educational Needs and Disabilities (SEND).*

*The policy ensures that concerns relating to bullying are addressed appropriately, while remaining sensitive to pupils' communication differences, emotional regulation needs and cognitive understanding.*

## **ETHOS**

Netherhall Mead Academy has a strong ethos of respect for staff, pupils and families. This is evident in the calm and caring atmosphere that is created within the school and the positive relationships between all members of the school community.

Our ethos supports high standards of behaviour, constructive interpersonal relationships, teaching and learning.

### **Our values**

All staff promote our school values to create a safe and nurturing community.

Be Kind	Be Safe	Be Honest	Be Brave	Grow Together
How we talk, listen and value ourselves and each other.	How we protect and nurture each other and our environment.	How we speak about feelings.	How we address and solve problems	A place to shine

### **Positive Behaviour Support Approach**

All responses to bullying are guided by Netherhall Mead Academy's Positive Behaviour Support Policy.

Central to this is positive behaviour support (PBS) systems and our understanding that behaviour is communication. It is our responsibility to find out what is being communicated and how we can best support the individual, one size of behaviour support does not fit all.

***Positive support strategies are prioritised over sanctions.***

We promote respect and tolerance for each other and the school. Helping pupils towards an understanding of what is right and wrong. This involves including and engaging everyone's perception and understanding of bullying.

### **Definition of Different Types of Bullying**

#### **Key Features of Bullying**

- Repeated and persistent behaviour
- Intentional harm
- Imbalance of power
- Negative impact on wellbeing or safety

Behaviour described as 'banter' will still be treated as bullying where it causes distress.

#### **Forms of Bullying**

- Physical bullying – hitting, pushing, kicking, taking belongings
- Verbal bullying – name-calling, threats, insults
- Emotional or relational bullying – exclusion, intimidation, spreading rumours
- Cyberbullying – online or digital abuse- The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

#### **Prejudice-Based Bullying**

Bullying may be linked to race, religion, disability, special educational needs, gender, gender identity, sexual orientation or family circumstances. Such behaviour may constitute harassment under the Equality Act 2010.

Specific types of bullying include:

**Racist** – because of or associated with an individual's race, ethnicity or nationality such as racist taunts or gestures

**Sexist** – unwanted physical contact, sexual harassment/abuse or sexually abusive comments

**Homophobic, Transphobic, Biphobic** -because of, or focused on the issue of sexuality

**SEN/ Disability** – because of an individual’s learning or physical condition

**Home Circumstances** – bullying of young carers or looked after children

**Appearance or health conditions** - related to clothing or physical appearance

### **Roles and Responsibilities**

Everyone involved in the life of the school will take responsibility for promoting a common anti-bullying approach by;

- being supportive of each other
- providing positive role models
- promote the school values
- expecting all members of the school community to report incidents of bullying
- Promoting the e-safety agenda in school

### **Staff**

Staff have a vital role in positive behaviour support and promoting a sense of belonging and well-being in school and will:

- provide ongoing support to meet the needs of the individual to enable access to lifelong learning
- create a positive atmosphere and a place where pupils can thrive
- provide children and young people with good role models
- raise awareness of bullying through stories, role-play, discussion, peer support, Pupil Voice, PSD activities
- monitor the anti-bullying and Positive Behaviour Support Policy and report on its effectiveness
- report all concerns through the correct means

### **Families**

Families will:

- Treat staff, pupils, other families and members of the wider school community with respect and understanding.
- Communicate calmly, even when things feel difficult.
- Support your child to show kindness in their own way.

- understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school
- Share your worries or challenges **early** so we can help together.
- feel confident that everything is being done to make sure their child is happy and safe at school
- be informed about and fully involved and supported in any aspect of their child's behaviour
- contact their child or young person's class teacher if they have any concerns about bullying
- Help us build a positive, inclusive environment for everyone.
- Share honest feedback to help us improve.
- Let us know if you do not understand something so we can explain.
- Try new strategies or routines that may support your child's learning or wellbeing.

### **Councilors**

Councilors will:

- support the Principal and the staff in the implementation of this policy
- inform themselves on matters concerning anti-bullying
- monitor incident reports and actions taken and the effectiveness of this policy.

### **Pupils**

Pupils will be:

- confident that everything is being done to make school safe and secure, an environment for them to learn and grow
- involved in activities to reduce bullying or better deal with incidents that arise e.g. through the pupil voice, peer support in class and team groups, circle time
- involved in the monitoring and review of the policy
- supported in reporting incidents of bullying
- be reassured that action regarding bullying will take place.

## **Reporting, recording and monitoring Bullying**

### **Recording**

All incidents in or out-of-class will be recorded on the school's electronic system CPOMS. A Designated Safeguard Lead (DSL) will be immediately notified.

Parents of both the bully and the person bullied will be informed of what has happened and what has been implemented to support all involved.

## **Dealing with an Incident**

Whenever a bullying incident is identified these procedures will be adopted.

- everyone takes an incident of bullying seriously
- talk through the incident with the bully and person bullied
- help the bully and victim to express their feelings
- discussing strategies for making amends
- identify areas for teaching/further support

Where further action is needed:

- time away from an activity within the classroom.
- time out from the classroom.
- support to access classroom without incident/planned timetabled activities
- formal letter to family expressing concerns where there is a pattern of bullying behaviour from Principal
- meeting held with staff, parent and child or young person to discuss bullying behaviour and consequences which may include fixed-term or permanent exclusion.

## **Policy Monitoring and Review**

Analysis of bullying incidents are included in the Principle to Councilors annual review and links to monitoring, action planning and policy review.

### **Links to other policies:**

Positive Behaviour Support Policy

Safeguarding policy

Health and Safety Policy

On-line safety and acceptable use policy

### **References:**

Preventing and tackling bullying (DfE July 2017)

Keeping Children Safe in Education (updated September 2022)

Antibullying Alliance ,LLC Positive Peaceful Places for Children and Young People

Netherhall Mead Academy Family Charter 2026