

Anti-Bullying Policy

Nottingham Academy



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Statement of Intent:

Our 'Anti-Bullying Policy' sets out the expectations of behaviour at Nottingham Academy and our approach in ensuring that all pupils are safe from bullying behaviour and able to thrive in a positive learning environment in keeping with our core ethos of respect.

All pupils at Nottingham Academy are entitled to learn in a safe and supportive environment. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to disclose any issue and know that incidents will be dealt with promptly and effectively. We are a telling school, meaning that anyone who knows that bullying is happening is expected to report it.

Bullying at Nottingham Academy is everyone's problem. All Academy staff, pupils, parents and carers should be aware that bullying exists and share a commitment to combat it to make Nottingham Academy a happier place for everyone. The responsibility for achieving the desired environment is not only the responsibility of the Principal and Trustees, but the responsibility of all members of all Academy staff. Everyone has a duty of care to observe, monitor and report any behaviour, conversation, or action which they suspect.

All Academy staff have a legal obligation through such legislation as 'Keeping Children Safe in Education/Working Together to Safeguard Children' and 'The Equalities Act 2010 (PSED)' to ensure that every action, however apparently small or insignificant is dealt with and reported.

We will work hard to ensure that bullying does not feature in our community by proactively working with all pupils and their families to eradicate it and promptly deal with all reported incidents.

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of the Academy and online. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Further information and advice about child on child abuse can be found at [Keeping children safe in education 2024](#) and specific references can be made to p39/40.

Vision:

Nottingham Academy believes that its pupils have the right to learn in a supportive, caring, and safe environment without the fear of being bullied. The 'Anti-Bullying Policy' is based on the school's basic values in its aim to prevent bullying incidents and act appropriately and fairly towards any pupils involved should incidents occur.

Our 'Anti-Bullying Policy' sets out the approach of the Academy to bullying and intimidation and has been produced considering guidance provided by 'The Children's Act 2004', 'The Children and Young Peoples Plan', 'Education and Inspections Act 2011', 'Equality Act 2010' and 'The Importance of Teaching 2010' as well as being in keeping with DfE expectations in 'Keeping Children Safe in Education 2022'.

Links to Other Academy Policies:

Our 'Anti-Bullying Policy' should be read in conjunction with the following policies:

- Behaviour for Learning
- SEND information report

- Trust Safeguarding policy
- Site Specific Safeguarding Arrangements

In addition, our 'Anti-Bullying Policy' should also be read with the DfE document 'Preventing and Tackling Bullying – Advice for Headteachers, Staff and Governing Bodies – July 2017', as well as DCSF guidance 'Tackling Bullying of Children with SEN and Disabilities May 2008':

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/anti-bullying-policies>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Anti-Bullying Policy Aims:

The aims of our 'Anti-Bullying Policy' are:

- To create an ethos in which attending Nottingham Academy is a positive experience for all members of our community
- To make it clear that all forms of bullying are unacceptable at the Academy
- To enable everyone to feel safe while at the Academy and encourage pupils to report incidents of bullying
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community
- To reduce the incidents of bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support pupils accused of bullying behaviour by changing their attitudes
- To liaise with parents and other appropriate members of the school community
- To ensure all members of our community feel responsible for addressing bullying

The objectives of our 'Anti-Bullying Policy' are:

- To maintain and develop effective listening systems for pupils within Nottingham Academy
- To involve all Academy staff in dealing with incidents of bullying effectively and promptly
- To empower all Academy staff with the skills and information necessary to deal with incidents of bullying
- To involve the wider school community in dealing effectively with, and if necessary referring, bullying incidents
- To communicate with parents and the wider school community effectively on the matter of bullying
- To ensure that all incidents of bullying are recorded, and appropriate use is made of the information

For the purpose of our 'Anti-Bullying Policy', bullying is defined as:

'Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group, either physically or emotionally'.

Common forms of bullying can be:

<i>Emotional</i>	Being unfriendly, excluding or tormenting
<i>Physical</i>	Pushing, kicking, hitting, punching or any use of violence
<i>Sexual</i>	Unwanted physical contact, sexually abusive or homophobic comments
<i>Homophobic</i>	Actions focussing on the issue of sexuality
<i>Racist</i>	Racial taunts, graffiti or gestures
<i>Verbal</i>	Sarcasm, spreading rumours or teasing
<i>Cyber</i>	Social media abuse, mobile phone misuse, threats by text messaging or abusive calls through associated technology

It is important to understand that bullying is not occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Pupils do sometimes fall out or make comments because they are upset. When occasional problems of this kind arise it is not always classed as bullying. It is an important part of a student's development to learn how to deal with friendship breakdowns, occasional name calling or immature pranks. We all have to learn how to deal with these situations and develop social skills to repair relationships.

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Safe to Learn, DfE)

'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' (Safe to Learn, DfE)

Incidents of bullying may include:

- Repeated name-calling, taunting, mocking and making offensive comments
- Repeated offensive graffiti
- excluding people from groups
- Repeated gossiping and spreading hurtful or untrue rumours
- Repeated kicking, hitting, pushing
- taking belongings
- cyber bullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.
- Repeated Homophobic/biphobic or transphobic comments

Pupils may be bullied for a variety of reasons, including:

- ethnic background, religion or culture
- disability, special educational needs or a particular ability
- sexual orientation
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class)
- age/maturity
- home circumstances – certain groups such as pupils in public care, or young carers, or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable.

For instances where friends may fall out on several occasions over a period, it may not be regarded as bullying. We must be careful to avoid the term 'bullying' being used as a term that may be chosen by one of the parties involved to try to escalate the seriousness of the matter. The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting. These behaviours, however, do not necessarily mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Pupils must be encouraged to report bullying to Academy staff.

Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the 'Anti-Bullying Policy'.

Where bullying occurs

Bullying can take place in many places. It can occur during the journey to and from the Academy, before lessons begin, at break, lunchtime and during lesson changeovers in corridors. Toilets and changing rooms are places where bullying can occur. Bullying may also take place in a subtle and surreptitious way during lessons when adults are present. Cyber-bullying incidents may originate from outside of the Academy but if it affects pupils during the school day then we will respond to it.

Homophobic Bullying:

Nottingham Academy will take an active approach to tackle all kinds of bullying, including homophobic bullying, and will follow the guidance of 'Safe to Learn: Embedding Anti-Bullying Work in Schools – Preventing and Responding to Homophobic Bullying in Schools'.

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people and can be experienced by:

- Pupils who are or who are thought to be lesbian, gay or bisexual
- Pupils who are different in some way and who may not act like others
- Pupils who have gay friends or family or their parents or carers are gay
- Teachers who may or may not be lesbian, gay or bisexual

Academy staff will also challenge casual homophobic language and will ensure anyone who makes persistent remarks is withdrawn from the classroom and made to understand the consequences of their behaviour in terms of sanctions.

Sexist, Sexual and Transphobic Bullying:

Sexist bullying is based on sexist attitudes that when expressed demean, intimate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying has a specific sexual dimension or a sexual dynamic and it may be physical, verbal, non-verbal or psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments and sexual reputation, or using sexual language that is designed to subordinate, humiliate, or intimidate.

Transphobic bullying stems from a hatred or fear of people who are transgender. Transgender is a term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Transgender people commonly feel that their biological body is not aligned with their inner sense of gender identity. This leads some people to live in the gender role in which they feel more comfortable, and which relates to their own sense of their gender identity rather than to their biological body. Transphobic bullying is commonly underpinned by sexist attitudes.

The need to address sexist, sexual and transphobic bullying will be viewed in the wider context of the Academy's duty to implement the 'Gender Equality Duty (2007)' to promote student well-being and to promote community cohesion.

Nottingham Academy will respond to and prevent this type of bullying by following DCSF's 'Guidance for Schools on Preventing and Responding to Sexist, Sexual and Transphobic Bullying 2009' which is part of the suite of documents that comprise 'Safe to Learn: Embedding Anti-bullying Work in Schools'. [DCSF-01136-](#)

Online Safety:

Nottingham Academy follow the latest CEOP (Child Exploitation and Online Protection) agency guidance on 'Safe Internet Usage' and ensure all pupils are taught how to protect themselves when they are accessing online platforms. Useful information and guidance can be found:

<http://ceop.police.uk/>

Academy staff will promote and develop a culture of confident technology users, to support innovation, e-safety, and digital literacy skills. To raise awareness of online safety Academy staff will:

- Ensure our community understand and talk about online safety
- Ensure all policies and practices including safety policies are shared with all Academy staff, students, parents, and carers
- Make reporting online bullying more accessible by providing and publicising different ways of reporting it
- Promoting the positive use of technology including e-safety and digital literacy
- Evaluate the impact of preventative initiatives by using surveys to collect feedback

If a student is involved in bullying using mobile phones Nottingham Academy staff will:

- Warn pupils about the need for care when providing their mobile phone number to others
- Record the date and time of any offensive messages on CPOMS
- Encourage pupils to show any messages to Academy staff
- Contact the families of the pupils involved to inform them there may be a need to contact the police if the bullying is serious and if a possible criminal offence has been committed
- Respond to bullying that is carried out on a persistent basis or if there is threat of violence as any other serious bullying incident
- Consider malicious emails in the same manner
- Treat pupils who take photographs or videos on their mobile phones with malicious intent in the same manner

Bullying around Race, Religion or Culture:

We recognise Nottingham Academy needs to be a tolerant and diverse community where racism and bullying should have no place. Every student deserves respect and a safe learning environment whatever their racial or religious background and every student needs to learn that modern British society value diversity and mutual respect.

We also know that racist bullying is an aspect of bullying that schools find particularly challenging. The law recognises the seriousness of abuse and attacks that are motivated by racism. The Academy has a duty of law to promote race equality. Creating an ethos where racist bullying rarely happens, and is dealt with convincingly

when it does, is one way in which we can fulfil that duty.

Why is it Important to Respond to Bullying?

No matter what form bullying takes, it damages both the victim and the aggressor to differing extents. Nottingham Academy will make use of the best information and practices available to address this problem.

Bullying affects the ability of a student to fully participate in and enjoy educational life and it is both an equal opportunity issue as well as a disciplinary offence, which Academy staff will do all in their power to resolve.

Nottingham Academy has a responsibility to respond promptly and effectively to issues of bullying

Role of Pupils

Pupils have a vital role in the prevention of bullying. Pupils at Nottingham Academy need to understand what bullying is; its causes, effects and methods of prevention. Pupils will be taught to accept that they have a duty to themselves and others in preventing bullying and that staff as well as pupils can be victims of bullying. **Action must be taken by drawing the attention of an adult in the Academy to anything**, which from the student's point of view may give the opportunity for bullying to occur. Pupils are taught that those who tolerate bullying are supporting them. Pupils are taught that positive action from peers can discourage bullying.

Role of Staff

Staff need to recognise that bullying is an Academy-wide responsibility and can involve staff being bullied just as much as students. Anyone, staff or student, can be a victim of bullying or a perpetrator. There needs to be awareness that there will be incidents of bullying, and as soon as any member of staff becomes aware it is their duty to respond appropriately. **Not to respond is to condone.** In all dealings with students, staff will want to emphasise the importance of respecting feelings and emotions of others.

Role of Parents/Carers

Nottingham Academy will ensure that the robust stance regarding bullying is made clear to parents and carers through the website, post or email. Parents should be encouraged to inform the Academy staff of any concerns or suspicions they may have regarding bullying incidents and inform their child's Deputy Head of Year at the earliest opportunity should they note any unexplained change of behaviour in their child or if information about bullying becomes known. This can be done either by direct email, by telephoning the Academy reception or by making an appointment to discuss in person.

Y7 Deputy Head of Year:

jhaig@nottinghamacademy.org

Y8 Deputy Head of Year:

sgordon@nottinghamacademy.org

Y9 Deputy Head of Year:

ebutler@nottinghamacademy.org

Y10 Deputy Head of Year:

lbanister@nottinghamacademy.org

Y11 Deputy Head of Year:

ciwanejko@nottinghamacademy.org

Assistant Principals Student Care:

pbelinfante@nottinghamacademy.org

bmarshall@nottinghamacademy.org

lmiller@nottinghamacademy.org

jatkinson@nottinghamacademy.org

Designated Safeguarding Lead and Deputy Principal – Student Care: nbrown@nottinghamacademy.org

6th Form Team: dtodd@nottinghamacademy.org and kgretton@nottinghamacademy.org

Recording of Incidents:

Bullying incidents are recorded electronically on CPOMS. Analysis of bullying incidents by the Deputy Principal (Behaviour), the Designated Safeguarding Lead and the Heads of Year will inform future planning for intervention, raising awareness and pro-active activities.

In dealing with bullying, Nottingham Academy staff will:

- Not make premature assumptions
- Listen to all accounts of the incidents
- Adopt a problem-solving approach that encourages pupils to find solutions rather than simply justify themselves
- Make regular follow-up checks to ensure that bullying has not resumed
- Record the incident promptly on CPOMS, as soon as practicably possible after the incident
- Take action to resolve the issue in line with the 'Behaviour Policy'
- Liaise with the Deputy Principal (Behaviour) and the Designated Safeguarding Lead to ensure there is targeted support to address underlying issues
- Refer to the police or Nottingham Academy's Police Schools Liaison Officer

Outcomes:

- The aggressor(s) may be asked to genuinely apologise
- Other proportionate consequences may take place
- In serious cases, suspension will be considered
- Other interventions can be put in place

Supporting Victims:

- Victims will be offered an immediate opportunity to talk about the experience with a member of the Academy staff for as long as it is required. Victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem or be made to feel ashamed for making a report.
- Victims will be offered the opportunity to be a part of a restorative justice approach with the aggressor(s) if they feel comfortable with this. A referral may be made to our Remedi Restorative Practitioner.
- The parents/carers of the victim will be informed as soon as possible

Supporting Aggressors:

- The aggressor(s) will be asked about what happened, predominantly to discover why they became involved in the incident
- The parents/carers of the aggressor(s) will be informed as soon as possible
- Nottingham Academy will continue to work with the aggressor(s) to re-educate and support them in changing their behaviour in tailored support sessions
- The support of external agencies will be considered through an Early Help, if appropriate and necessary
- Aggressor(s) will be offered the opportunity to be a part of a restorative justice approach with the victim(s) if they feel comfortable with this

Confidentiality

Nottingham Academy staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding procedures must be followed when any disclosures are made. All bullying will be reported using CPOMS.

What to do if you are unhappy with the response from the Academy

Please contact N Brown, Designated Safeguarding Lead. nbrown@nottinghamacademy.org

Useful Links and Supporting Organisations

- Anti-Bullying Alliance: [Anti-Bullying Alliance](#)
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: [Bullying Intervention Group | Anti-bullying Experts](#)
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: [The Diana Award - Anti-Bullying \(diana-award.org.uk\)](http://The Diana Award - Anti-Bullying (diana-award.org.uk))
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [cyberbullying-and-send-module-final\(1\)_1.pdf \(anti-bullyingalliance.org.uk\)](#)
- DfE: SEND code of practice: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: [Eliminating Child Sexual Abuse Online – Internet Watch Foundation \(iwf.org.uk\)](http://Eliminating Child Sexual Abuse Online – Internet Watch Foundation (iwf.org.uk))
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
- DfE 'Cyberbullying: advice for headteachers and school staff': [Preventing bullying - GOV.UK \(www.gov.uk\)](http://Preventing bullying - GOV.UK (www.gov.uk))
- DfE 'Advice for parents and carers on cyberbullying': [Advice for parents and carers on cyberbullying \(publishing.service.gov.uk\)](http://Advice for parents and carers on cyberbullying (publishing.service.gov.uk))

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtc.org/educational

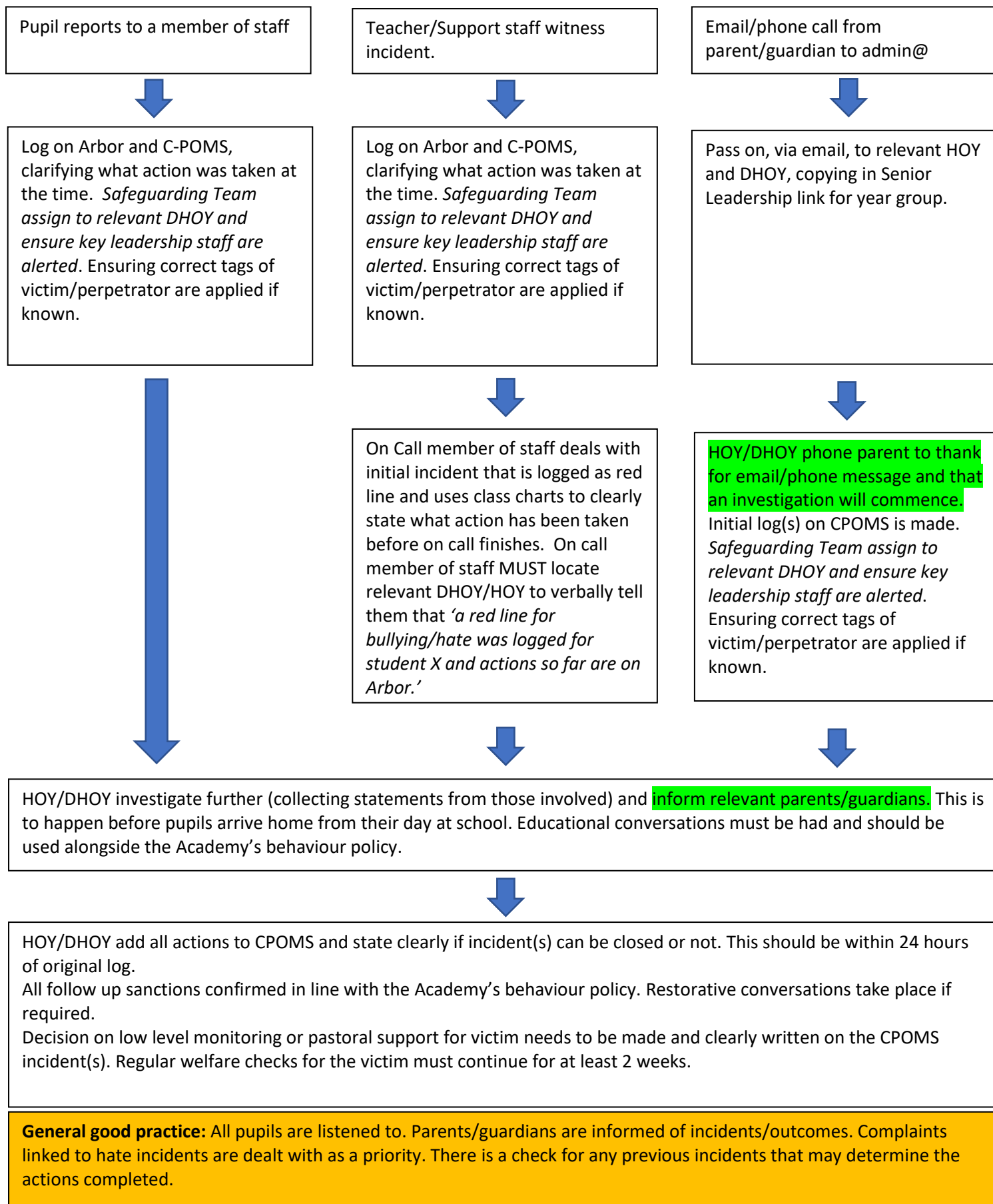
LGBT

- Barnardo's LGBT Hub: [LGBTQ young people | Barnardo's \(barnardos.org.uk\)](http://LGBTQ young people | Barnardo's (barnardos.org.uk))
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: [Schools Out | Working towards equality in education for lesbian, gay, bisexual and trans people since 1974 \(schools-out.org.uk\)](http://Schools Out | Working towards equality in education for lesbian, gay, bisexual and trans people since 1974 (schools-out.org.uk))
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- Ending Violence Against Women and Girls (EVAW) Home | End Violence Against Women
- A Guide for Schools: Schools: It's About Time things changed | End Violence Against Women
- Disrespect No Body: [Disrespect NoBody: campaign material - GOV.UK \(www.gov.uk\)](http://Disrespect NoBody: campaign material - GOV.UK (www.gov.uk))
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [Sexual and sexist bullying \(anti-bullyingalliance.org.uk\)](http://Sexual and sexist bullying (anti-bullyingalliance.org.uk))
- Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
- [Preventing and tackling bullying \(publishing.service.gov.uk\)](http://Preventing and tackling bullying (publishing.service.gov.uk))

Hate Incident Flowchart



Bullying Incident Flowchart

Bullying incident reported on CPOMS. *Safeguarding Team assign to relevant DHOY and ensure key leadership staff are alerted.* Ensuring correct tags of victim/perpetrator are applied if known.

Email/phone call from parent/guardian to admin@. Pass on, via email, to relevant HOY and DHOY, copying in Senior Leadership link for year group.

HOY/DHOY call parent to thank for email/phone message and that an investigation will commence. Initial log(s) on CPOMS is made. *Safeguarding Team assign to relevant DHOY and ensure key leadership staff are alerted.* Ensuring correct tags of victim/perpetrator are applied if known.

HOY/DHOY investigate further:

Speak to the victim and collect statement. Re-assure pupil that they are doing the right thing in telling you.

- Identify pupil(s) doing bullying
- Identify pupil(s) who may have witnessed
- Identify what, where and when this may have happened.

CONTACT PARENT/GUARDIAN TO LET THEM KNOW UPDATE AND YOU ARE INVESTIGATING FURTHER

Speak with witnesses:

- Identify pupil(s) doing bullying
- Identify what, where and when this may have happened.
- Check CCTV where applicable

Evidence supports

Speak with pupil who allegation was made against and take statements

- Follow behaviour policy for sanction.
- Contact parents to let them know pupil has been sanctioned for bullying.
- Contact parents of victim to let them know the outcome and ensure they are satisfied.
- Record all actions and outcomes on CPOMS. Clearly stating if the incident can be closed.
- Restorative conversations take place if required.

Evidence does not support

Speak with pupil who allegation was made against. Explain that there is not enough evidence, but you will be monitoring the situation.

Speak with the victim and explain that there is not enough evidence but that you will be monitoring the situation.

Contact parents of victim to let them know the outcome and ensure they are satisfied. Record all actions and outcomes on CPOMS. Clearly stating that the incident can be closed.

Welfare checks need to be completed for the following 2-week period.

