



Nova Hreod Academy

The best in everyone™

Part of United Learning

ANTI-BULLYING POLICY

2026 – 2027

Date of Last Review	May 2026
Review Frequency	Annually
Next Review Date	May 2027
Person Responsible for Policy	Senior Vice Principal – Culture
Approved by Governors	
Location	Teams ✓ Website ✓

Contents

Contents.....	1
1. Introduction	2
2. Aims of the Policy.....	2
3. The Nova Hreod Anti-Bullying Charter.....	2
4. Definition of Bullying	4
5. Cyberbullying	5
6. Statutory Framework.....	7
7. Prevention of Bullying	8
8. Reporting and Responding to Incidents.....	8
9. Roles and Responsibilities	9
10. Anti-Bullying Procedure.....	10
11. Staff Development.....	13
12. Monitoring and Review	14
13. Linked Policies.....	14
14. Equality Impact Assessment.....	14

1. Introduction

This policy outlines Nova Hreod Academy's commitment to providing a safe, caring and inclusive environment where bullying is not tolerated. It aligns with United Learning's values and government guidance including 'Preventing and Tackling Bullying' (DfE, 2017).

Bullying of any form is not tolerated and will be challenged. We believe that every student has the right to learn in a safe, secure and respectful environment which is free from all forms of bullying.

We are a 'Telling school', which means that anyone who knows or suspects that bullying is happening will be encouraged to tell staff. We are committed to fostering a culture in which students feel confident to report concerns and trust that these will be addressed robustly and fairly.

2. Aims of the Policy

This policy aims to ensure there is a shared understanding about what we mean by bullying and where it might happen.

The specific aims of this policy are:

- To prevent bullying;
- To have a clear framework for responding to reports of bullying so that every incident is dealt with robustly and fairly;
- To ensure that all stakeholders (students, parents, staff) know the process of how to respond to incidents if they occur;
- To communicate clear roles and responsibilities so that every member of our community understands their role in preventing bullying.

3. The Nova Hreod Anti-Bullying Charter

Senior Leaders will:

- Evaluate, monitor and review our anti-bullying policy and practice it on a regular basis;
- Train and support all staff to promote positive relationships to prevent bullying;
- Communicate the policy so that students and families are aware how bullying concerns can be reported;
- Promote an environment of vigilance and care so that all students feel safe;
- Lead the investigation processes and communicate effectively with students, families and staff.

Staff will:

- Report all concerns and incidents on CPOMS in a timely manner;
- Follow GDPR and safeguarding guidance;
- Be vigilant for signs of bullying behaviour that is both direct and covert and report any concerns;
- Interrupt and challenge bullying behaviour (including 'banter');
- Promote a safe and inclusive environment including their role in creating a 'Telling school';
- Reassure students that their concerns have been reported;
- Take action to stop bullying and support students who have experienced bullying to feel safe.

Families will:

- Report any incidences of bullying behaviour or concerns to the school at the earliest opportunity;
- Support students to 'report not retaliate';
- Read all letters and updates sent by the Academy;
- Respond to telephone/email contact in a timely manner and attend meetings onsite when requested;
- Promote a culture of tolerance and inclusivity with students at home;
- Avoid negative social media discussion of other children and Academy members;
- Refrain from engaging in online or in person disputes with other parents or students;
- Ensure students are aware of safe internet use and ensure that mobiles phones are used appropriately outside of schools when communicating with members of the school community.

Students will:

- Report all instances of bullying behaviour that occur to an adult in a timeframe that allows effective investigation;
- Be an upstander not a bystander and report any bullying behaviour that they witness;
- Actively walk away from an escalating situation or a fight between students and alert an adult;
- Use mobile phones and social media appropriately outside of school when communicating with students in the school community (including not recording and filming bullying behaviours);
- Report any escalating information to an adult without delay such as threats of fights;
- Be responsible for their words and actions;
- Take responsibility for the consequences of their actions;
- Refrain from retaliating. All retaliation will be investigated with students subject to sanctions should this be appropriate.

4. Definition of Bullying

Bullying is deliberate, repeated behaviour intended to cause distress or intimidation. It includes physical, verbal, emotional and cyber forms. It can be direct or indirect, motivated by prejudice or bias.

While there is no single definition of bullying, the DfE identifies three points which most definitions share:

- The behaviour is intended to cause distress;
- The behaviour is repeated;
- There is an imbalance of power between the perpetrator/s of bullying and the target.

Furthermore, this can be further understood with these definitions from the DfE:

'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)

Bullying can take place between students, between students and staff or between staff, and can:

- be motivated by prejudice against particular groups, for example, on grounds of special educational need, race, gender (including sexualised bullying), religion, culture and belief, sexual orientation, or disability;
- focus on size, appearance or health conditions, social or economic status (poverty/class) or age/maturity, home circumstances – certain groups such as students 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;
- be physical (e.g., hitting, kicking, pushing, theft, extortion, deliberate damage to property);
- be verbal (e.g., name calling, taunting, racist, homophobic, bi-phobic or trans-phobic comments and other discriminatory remarks, offensive graffiti, spoken and written, via any means);
- be emotional bullying (e.g., spreading rumours (gossiping, hurtful or untrue rumours), social exclusion, use of silence, the formation of cliques);
- be cyberbullying (including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites or group chats designed to embarrass or upset individuals or excluding them from social networking sites);
- take place via mobile phones, digital media, email, camera-enabled devices, image sharing websites (e.g., Snapchat, Instagram, YouTube or TikTok, among others);
- involve manipulating a third party to tease or torment someone.

Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Some forms of bullying are illegal and should be reported to the police and become a Child Protection issue.

These include:

- violence or assault;
- theft;
- repeated harassment or intimidation, e.g., name calling, threats and abusive phone calls, emails or text messages;
- hate crimes.

For further information on the threshold of reporting a bully to outside agencies, please refer to <https://www.gov.uk/bullying-at-school/reporting-bullying>.

The school works hard to ensure that all students know the difference between bullying and simply “falling out”. There are cases where friendship breakdowns happen and students need support to find a more supportive peer group. For instance where friends may fall out on several occasions over a period of time, it may not be regarded as bullying.

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 covert 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.

5. Cyberbullying

Cyberbullying involves using electronic communication to harass, threaten, or humiliate. It can occur at any time and reach a wide audience. Staff should follow safeguarding protocols and guidance when dealing with such incidents.

5.1. Definition

Cyberbullying may be defined as ‘the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying’.

It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g., repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing on the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However, it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal;
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim;
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying;
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his/her actual actions had been no worse than conventional forms of bullying;
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying;
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important;
- many cyberbullying incidents can themselves act as evidence, so it is important the victim saves the information.

5.2 Cyberbullying and the Law

Bullying is never acceptable, and the school fully recognises its duty to protect all of its members and to provide a safe, healthy environment for everyone.

5.3 Education Law

- The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site.
- The Act also provides a defence for staff in confiscating items such as mobile phones from pupils.

5.4 Civil and Criminal Law

There is not a specific law which makes cyberbullying illegal, but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) Obscene Publications Act (1959) and Computer Misuse Act (1990).

5.5 Preventing Cyberbullying

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying, but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy. Section 9 outlines the roles and responsibilities of adults in preventing bullying (including cyberbullying) at Nova Hreod Academy.

As part of our strategy to prevent cyberbullying, the school will apply additional sanctions relating to mobile phone use. This includes the confiscation of phones from students who repeatedly misuse them, to reduce the risk of technology being used to harm others.

5.6 Guidance for Staff

Guidance on safe practice in the use of electronic communications and storage of images is contained in the Online Safety Policy. The school will deal with inappropriate use of technology in line with this policy. If staff suspect or are told about a cyberbullying incident, they must inform the Designated Safeguarding Lead.

6. Statutory Framework

This policy complies with the Education and Inspections Act 2006, Equality Act 2010 and other relevant legislation. It also adheres to United Learning and DfE guidance.

6.1 What does the policy comply with?

This Policy complies to:

- DfE Guidance 'Preventing and Tackling Bullying' July 2017;
- DfE Guidance 'Behaviour and Discipline in Schools' July 2013;
- DfE Guidance 'Safe to learn, embedding anti-bullying work in Schools'.

6.2 Statutory Obligations

Schools are required to follow statutory obligations with regard to behaviour which establish clear responsibilities to respond to bullying. In particular, section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures must be part of the school's behaviour policy which must be communicated to all students, school staff and parents.

- gives head teachers the ability to discipline students for poor behaviour that occurs even when the student is not on school premises or under the lawful control of school staff.

6.3 Other relevant legal frameworks

This Policy also adheres to:

- Education and Inspections Act 2006;
- Equality Act 2010;
- Children Act 1989;
- Education Act 2011;
- School Standards and Framework Act 1998.

7. Prevention of Bullying

Prevention is central to our strategy. We promote respect through assemblies, PSHE, tutor sessions and anti-bullying campaigns such as Anti-Bullying Week.

7.1 Application

The consistent application of the School's Behaviour Policy ensures that all students have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

7.2 Prevention

We expect the entire community of Nova Hreod Academy to be united in our drive to eradicate all forms of bullying. We recognize that prevention and education is the most positive and effective means of eliminating bullying from our community.

7.3 Praise

At Nova Hreod Academy, we praise positive behaviour and recognize and promote examples of caring, cooperative relationships. We are role models in all that we do and demonstrate our respect for every member of the community through every interaction every day.

7.4 Teach

We explicitly teach positive behaviour and the value of kindness and respect through our PSHE curriculum, assemblies, roll calls and events.

8. Reporting and Responding to Incidents

Students can report bullying to any member of staff or via email. A post-box where students can report concerns in school is also available. All reports are recorded onto CPOMS and investigated impartially, and parents are informed.

When an incident of bullying is reported, including bullying which may have occurred outside of school, we make it clear that students can report bullying to any member of staff and that it will be taken seriously and investigate it.

The Nova Way of reporting bullying:

1. In person to any member of staff.
2. Using the 'I need help' email address.
3. Using the 'I need help' post-box.

9. Roles and Responsibilities

All staff	<ul style="list-style-type: none"> • Be vigilant and alert to signs of bullying, including a change of pattern in behaviour (including friendship groups), attendance, punctuality, achievement, contributions in lessons and around the school. • Be available for students to talk through issues with on the same day or report to someone who is available where this is not possible. • Be mindful of seating plans, and groupings in lessons and activities that might lead to bullying. • Be proactive on all duties, and notice any students who seem isolated or withdrawn. • Pass on concerns or issues immediately. • Use the Behaviour policy consistently at all times. • Use any opportunity to reinforce expectations about positive behaviour and good relationships. • Where requested, investigate an incident of bullying fairly, expediently and without bias. • Record all incidents on CPOMS. • Log incidents as taught in training. • Clearly state what was said and what you did to resolve the issue.
Year Manager team, Safeguarding team, AP for Behaviour, Senior Vice Principal and DDSL and DSL	<ul style="list-style-type: none"> • Be responsible for ensuring all incidents of bullying are investigated in a timely and fair manner, and that appropriate action is taken. • Review the Anti-Bullying Policy annually and formally every two years. • Monitoring patterns and incidents relating to bullying. • Be responsible for gathering student voice feedback from students about personal safety and bullying, in order to refine policy and practice. • Maintain communication and bullying logs. • Ensure all staff are trained that they are aware of their responsibilities by providing clear guidance on the use of technology within school and beyond. • Ensure that at the beginning of each term, bullying is revisited in Year Assemblies and that pupils know how to report a concern. (Including Childline 0800 11 11 or the thinkuknow website: www.thinkuknow.co.uk).

Head of PSHE	<ul style="list-style-type: none"> • Be responsible for ensuring the relevant PSHE curriculum areas are taught including cyberbullying.
Senior Vice Principal	<ul style="list-style-type: none"> • Collating parent and student voice feedback about student safety and bullying to refine policy and practice. • Staff CPD and training and reviewing the implementation of the policy.
Principal	<ul style="list-style-type: none"> • Overall responsibility for safety and care of all students. • Responsible for ensuring all staff are trained in all aspects of the Anti-Bullying Policy. • Ensure that staff are on duty in all areas of the school during breaktimes and before and after school.

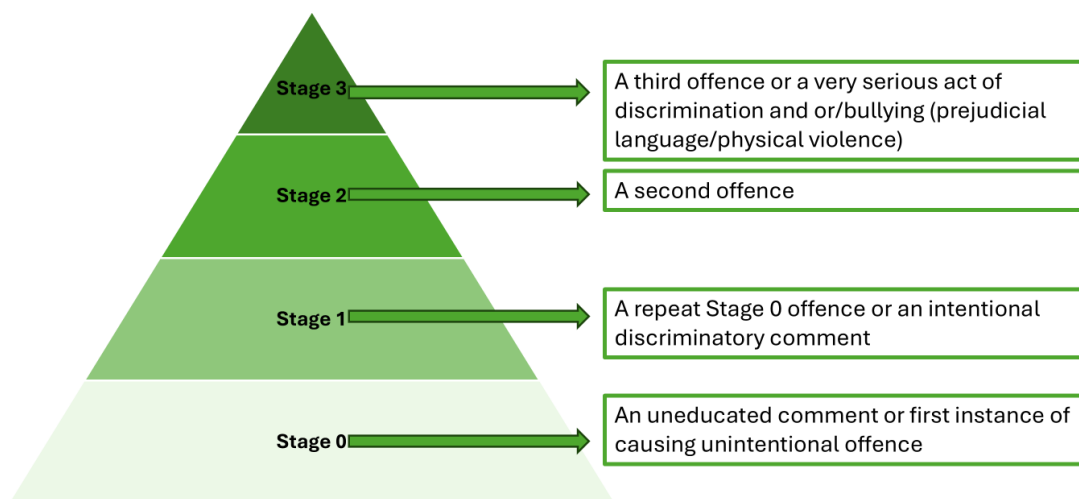
10. Anti-Bullying Procedure

When teachers hear, see or have any incidents of discrimination, racism or bullying reported to them; they are required to log the incident on CPOMS.

Staff are asked to write specific information into the comments box, specifically:

1. Overview of the incident;
2. What they heard (if they witnessed the incident themselves);
3. What they said to the student;
4. What the student's response was.

These four pieces of information (along with the child's DRB log history) allow the Safeguarding Team to determine which stage the incident falls into. An overview of the stages can be seen below.



Stage 0: An uneducated comment or first instance of causing unintentional offence.

This stage is where a student has made a comment and used language where they may not have fully understood the impact of their actions. This is most likely to occur in Year 7. In these cases, the language is not targeted at a person or individual but used in a situation. For example, shouting out something, repeating a phrase. Their aim might be to cause disruption but not intentional offence. Every reported incident will be reported, and an educational conversation will take place with an agreement with the student and family about what would happen if the behaviour is repeated. The actions are recorded on CPOMs.

Stage 1: First occurrence of child-on-child abuse.

The incident must be reported to the Academy within a timeframe that allows for effective investigation. Incidents can be reported by the victim, parents, or peers.

Every reported incident will be investigated. Victim and perpetrator will be spoken to and supported in reflecting upon the incident. This may include written statements being taken to further establish the facts of the incident. In all reported incidents parents/carers of both victim and alleged perpetrator will be contacted by a member of the Pastoral or Safeguarding Team. If appropriate, sanctions will be put in place for the perpetrator. Sanctions will be informed by the severity of the incident and could include detention, reflection, suspension, direction off-site or a Permanent Exclusion.

All incidents are logged on the Academy system under the category of child-on-child abuse in line with KCSIE 2025 guidelines.

Stage 2: Repeat incident of child-on-child abuse (verbal bullying, physical bullying, cyberbullying).

If a repeat incident between initial alleged perpetrator and victim takes place, it must be reported to the Academy by student or parent within a timeframe that allows for effective investigation. Incidents can be reported by the victim, parents or peers. Investigation will ensue including the taking of statements from victim, alleged perpetrator and any appropriate objective witnesses. Parents/carers of both victim and alleged perpetrator will be contacted by a member of the Pastoral or Safeguarding Team. The incident will be recorded on CPOMS and escalated sanctions will be put in place. These will be clearly communicated home by a member of the pastoral or safeguarding team. Sanctions will be informed by the severity of the incident and could include detention, reflection, suspension, direction off-site or a Permanent Exclusion.

Stage 3: Further incidents of child-on-child abuse (verbal bullying, physical bullying, cyber bullying).

Ongoing bullying behaviour towards the same victim from the same alleged perpetrator must be reported to the Academy by student or parent within a timeframe that allows for effective investigation. Incidents can be reported by the victim, parents or peers. Investigation will ensue including the taking of statements from victim, alleged perpetrator and any appropriate objective witnesses. Parents/carers of both victim and alleged perpetrator will be contacted by a member of the Pastoral or Safeguarding Team.

If investigations uphold the allegation; escalated sanctions will be put in place which could include a fixed term of suspension from the Academy, direction off-site to another Academy or Permanent Exclusion.

Based upon legislation in the Children Act (1989), in serious cases, it may also be appropriate to consider the bullying as a child protection concern if 'there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school will report their concerns to the Local Authority's safeguarding services and may draw on external professionals to support the victim or to tackle issues which have contributed to a child becoming a perpetrator of bullying. As a last resort, the school may report a bullying issue to the police; particularly if staff feel that the nature of the bullying contravenes the law and other measures have been unsuccessful in preventing its recurrence. Although bullying is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassment, threatening behaviour or some communications could be considered a criminal offence or hate incident.

If it is felt that an offence may have been committed, the incident will be reported to the Police by a member of the Safeguarding Team

Recording and Monitoring of Incidents

In accordance with guidance from the DFE, incidents of a prejudicial nature including racism, homophobic, trans-phobic, Bi-phobic, disablist and religion-based are subject to escalated sanctions. After an incident has been investigated and resolved, a period of monitoring will take place by the Year Manager with follow up contact with student and parents/carers before monitoring ceases. This period would usually be 4 – 6 weeks.

Support for students engaging in bullying behaviour

There are many reasons why children engage in bullying behaviour:

- They want to fit in with a group of friends who are picking on another child;
- They are getting bullied at home or school and are trying to regain a sense of power by acting aggressively towards others;
- They are looking for attention from teachers, parents or peers and haven't been successful in getting it in other ways;
- They have a tendency to perceive the behaviour of other children as hostile even when it is not;
- They do not fully grasp how their behaviour is making their victim feel.

Pastoral support will be put in place for students engaging in bullying behaviour to help to identify the root cause of the issue. This will include meeting with parents to approach the issue together.

Support for victims of bullying behaviour

Victims of child-on-child abuse will be supported in the following ways:

- Additional pastoral check-ins will be conducted. These may be at pre-agreed times or during break and lunch times.
- Victims will be signposted to safe spaces at break and lunch time, it is not expected that a victim of bullying should have to choose not to access the Academy fully at break or lunch however it is our experience that knowing where quiet supervised spaces are can reduce stress felt at these times.
- Frequent updates home to parents will be provided by their Year Manager in the form of emails and telephone calls.
- Mental health signposting will be undertaken if the victim is experiencing symptoms of poor mental health.
- A Contextual risk assessment and safety plan may also be considered to assess any additional factors that may be creating risk of the victim.

11. Staff Development

Staff receive training on recognising and dealing with bullying, restorative practices and promoting positive relationships.

12. Monitoring and Review

The Safeguarding Team log incidents and review trends termly. The policy is reviewed annually in consultation with staff, students and parents.

13. Linked Policies

Safeguarding Policy, Behaviour for Learning Policy, Online Safety Policy, Equality and Diversity Policy.

The Anti-Bullying policy should be read in conjunction with our other policies.

14. Equality Impact Assessment

This policy supports Nova Hreod Academy's commitment to equality. It ensures no discrimination against any protected group and promotes inclusion.

Appendix 1 – NHA Response to a bullying incident

Stage 0	<ul style="list-style-type: none">• This is not bullying behaviour but an uneducated comment or first instance of causing unintentional offence.• Parents are informed.• Educational conversation takes place with student as well as clear understanding of what sanctions will be in place if behaviour is repeated.• Communication is recorded onto CPOMS.• This is most likely for students in Year 7.
Stage 1 – Incident 1 Investigation by member of Safeguarding Team, Year Manager or SLT	<ul style="list-style-type: none">• Any reported incident is recorded on CPOMS.• The DDSL assigns the incident to the Year Manager for that incident to investigate.• Telephone contact must take place with parent/carers of all involved students whether incident is proven or not. This must be logged as having happened within the CPOMS chronology of the incident.• Sanctions consequences will range from detention and reflection to suspension. All sanctions decisions that are not suspension are decided by the Assistant Principal for Behaviour and communicated by YM and logged in chronology.• All suspension decisions are made by the Principal after review by the Senior Vice Principal.• Incident is closed once communication and any sanction consequences have taken place and a complete investigation pack is added to CPOMS.

<p>Stage 2- Incident 2</p> <p>Also monitoring of target by Year Manager for a period of 4-6 weeks</p>	<ul style="list-style-type: none"> • All repeat incidents of verbal/physical are recorded on CPOMS within the UL Bullying category under physical/verbal bullying and assigned to the Year Manager by DDSL. • Change status of perpetrating student to 'stage 2 antibullying' by DDSL. • Telephone contact must take place with parent/carers of all involved students whether incident is proven or not. This must be logged as having happened within the CPOMS chronology of the incident. • Escalated sanctions appropriate for the severity of incident will be agreed with (SLT) KHE with FGR as first contact. It is the responsibility of the YM/Safeguarding Team to provide all relevant contextual information (completed investigation pack) necessary for good decision making to take place. • A meeting with parent/carer of the bullying student must take place to explain the approach of our antibullying policy and explore any contextual factors for the student exhibiting bullying behaviours. YM will lead this meeting. • Incident remains open on CPOMS for 6 weeks. If no further incident log is closed after contact with victim and home takes place. This must be recorded in the CPOMS log as the rationale for closing the thread.
<p>Stage 3 – Incident 3</p> <p>Enhanced support of victim:</p> <ul style="list-style-type: none"> -contextual risk assessment and safety plan -additional YM check-ins -Access to safe spaces at break and lunch -Frequent updates home to parents -mental health signposting 	<ul style="list-style-type: none"> • Further incidences of bullying behaviour are added to or merged with the stage 2 bullying incident thread by YM. • Change status of perpetrating student to 'stage 3 antibullying'. • Telephone contact must take place with parent/carers of all involved students whether incident is proven or not. This must be logged as having happened within the CPOMS chronology of the incident. Meeting must have member of SLT involved. • Escalated sanctions appropriate for the severity of incident will be agreed with AP Behaviour and Senior Vice Principal. It is the responsibility of the YM to provide all relevant contextual information necessary for good decision making to take place. • A safety plan will be implemented at this stage to reduce contact between students and create a designated safe space during break/lunch. Safety plans need to be uploaded to CPOMS and shared with DDSL to circulate to Hub/SLT/Pastoral teams.