



Noel-Baker Academy
A L.E.A.D. Academy

Noel-Baker Academy

Anti-Bullying Policy

Policy/procedure management log

Document	Anti-Bullying policy
Author	Mark Taylor
Approval	Trust Board /Academy AGB
Date of Policy publication:	March 2026
Date of review	March 2027 (or sooner dependent upon updates)

This Policy must be read in conjunction with the Safeguarding and Child Protection Policy, Respect Policy, Equality, Diversity and Inclusion Policy, Mental Health and Well-Being Policy and the SEND policy.

Contents list

Section		Page number
1.	Introduction	3
2.	Objectives of the policy	3
3.	What is bullying?	4-5
4.	Signs of bullying	6
5.	Why is it Important to Respond to Bullying?	6
6.	Measures the school puts in place to counteract the potential for bullying	6-7
7.	Implementation	7-10
8.	Aftercare	10-12
9.	Prevention	12-13
10.	Signs and Symptoms	13 -14
11.	Education and Training	14 -15
12.	Involvement of Students	`15
13.	Involvement and Liaison with Parents and Carers	15-16
14.	Links to legislation	16
15.	Responsibilities	16
16.	Monitoring, evaluation and review	16
Appendices		
1.	Useful links and supporting organisations	16-18
2.	Signage	19-22
3.	Anti-bullying wall displayed in school	23
4.	Student concerns slip	24
5.	Anti-bullying flowchart	25
6.	Anti-bullying script - victim	26-27
7.	Anti-bullying script - perpetrator	28 - 29
8.	Anti-social behaviour warning letter	30

1. Introduction

Every individual within our school and the wider community is valued equally and should be treated with the utmost respect, regardless of their age, gender, gender reassignment, sexual orientation, lifestyle choices; race; religion; physical ability, disability or sex.

Noel-Baker Academy takes bullying very seriously and is committed to providing a caring, safe and secure environment where all students can thrive, both academically and socially, free from fear of ridicule, harassment or physical threat. Bullying of any kind is unacceptable, whether it is in the school or on offsite activities. Students who experience bullying offsite should still report this to school if it relates to students within our school community. It is really important that we are aware of these issues so that we can work proactively with parents/carers to support and act on any intelligence before it creeps into school.

We recognise that bullying can occur, and if bullying does occur, all students should report it and know that incidents will be dealt with promptly and effectively. All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. Incidents of bullying will always be taken seriously and followed up by staff.

Parents/carers have an essential role to play in counteracting bullying. Where bullying is clearly established, parents/carers of both victim and perpetrator will always be contacted and the school will seek to involve them in securing solutions to the ongoing concerns.

Bullying is an anti-social behaviour which can also be against the law. All types of bullying are unacceptable at Noel-Baker Academy and **will not** be tolerated.

All students should feel confident and be able to report incidents of bullying to a trusted adult and be assured that prompt and effective action will be taken.

We are a school that encourages equality and diversity where respect is at the heart of everything we do. We encourage our students to be upstanders and **'speak out to help out'**. This means that **anyone** who is aware of any type of bullying is expected to report it to a member of staff immediately.

2. Objectives of the Policy

- To ensure staff, students and parents understand what bullying is.
- To ensure all staff know what the Academy policy is on Bullying, and follow it when bullying is reported.
- To ensure students and parents know what the Academy policy is on bullying, and what they should do if bullying arises.
- To ensure students and parents are assured that, as an Academy, we take bullying seriously and that they will be supported when bullying is reported.
- To ensure that incidents of bullying are dealt with robustly, in line with our zero-tolerance approach, and recorded and monitored effectively.
- To ensure that victims receive appropriate support.

3. What Is Bullying?

At Noel-Baker Academy bullying is defined as:

The repetitive, intentional harming either physically or emotionally, of a person or group.

“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying is therefore

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

At Noel-Baker Academy serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Unwanted physical contact
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Child on Child abuse
- Fighting
- Racist, sexist, homophobic or other discriminatory behaviour

If serious misbehaviour occurs, the academy will investigate the incident fully, and will treat each case individually using a balanced and proportionate approach. Bullying can be a form of peer-on peer abuse and can be emotionally abusive. It can cause severe and adverse effects on children’s emotional development.

There are a number of types of bullying:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, spitting, taking another’s belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Sexist • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, this includes harmful online challenges and hoaxes.

As stated above bullying may be prejudice-based, and may focus on:

- Asylum seekers and refugees.
- Body image.
- Homophobia or prejudice against LGBTQ+ students.
- Looked After children.
- Race and ethnicity.
- Religion and belief.
- Sectarianism.
- Sex and gender.
- Disabilities.
- Young carers.
- Social and economic prejudice
- Equality and diversity prejudice.

What bullying is not:

It is important to understand that bullying is not an occasional falling out with friends, a one-off negative comment or an argument that might develop. Children do sometimes fall out or say things because they are upset. When problems of this kind arise, it should not be classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns or an altercation between young people. We all have to learn how to deal with these situations and develop social skills to repair

relationships. However, the school takes all incidents which undermine the safety and well-being of students very seriously.

4. Signs of bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school.
- Displays of excessive anxiety, becoming withdrawn or unusually quiet.
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others.
- Changes to established habits (e.g. giving up music lessons, or not attending after-school enrichment activities).
- Diminished levels of self-confidence.
- Unexplained cuts and bruises.
- Frequent absence, erratic attendance or late arrival to class.
- Choosing the company of adults.
- Self-harming.
- Displaying repressed body language and poor eye contact.
- Difficulty in sleeping, experiencing nightmares.
- Talking of suicide or running away.

5. Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. Whenever the opportunity arises, it must be made profoundly clear that bullying will not be tolerated at Noel-Baker Academy. We are committed to providing a caring, friendly and safe environment for all students so that they can grow and learn in a relaxed and safe setting. Tackling bullying is the responsibility of all members of the school community. We tackle bullying as an issue because we believe that:

- Bullying makes people unhappy and leads to low self-esteem.
- Students who are being bullied are unlikely to concentrate fully on their studies.
- Some students avoid being bullied by not attending school.
- Students who observe unchallenged bullying behaviour may copy this anti-social behaviour.

6. Measures the school puts in place to counteract the potential for bullying

- Ensure that staff are trained effectively in the matter.
- All staff must report any incidences of bullying so that it can be tackled swiftly and effectively.
- The school ensures effective supervision of pupils before school, at social time and after school.
- Regular pupil voice surveys review the effectiveness of the school's measures in counteracting bullying and identifying 'hot spots' around the site.

- The school will always use opportunities within the school curriculum to discuss aspects of bullying, to emphasise how serious an issue it is deemed, and to explore appropriate ways of behaving towards each other.
- Teachers will ensure that they do not use teaching materials or equipment which might portray a negative view of any group because of their ethnic origin, gender, sexuality ability/disability etc.
- Teachers will encourage students to treat everyone with respect, in line with our core values.
- On the school internet, restrict access to certain websites through filtering and monitoring systems.
- Regulate the use of mobile phones during the school day through being a Mobile-Free School.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Staff will work collectively to identify whether a child or young person's behaviour may be related to other underlying issues or root causes, resulting in the presenting behaviour. Staff will support them effectively in these circumstances and will provide advice and guidance on working with other professionals and external agencies where appropriate. Where it is perceived that there is a mental health concern, staff will complete a mental health and wellbeing referral and the mental health team will consult the Academy 'Mental Health Index' for specific signposting guidance to ensure the earliest of intervention.

Outside agencies may include:

- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service/ ASK US (formally parent partnership)
- Attendance Support Team (formally EWO)
- Social Services
- Other external support such as Lunar minds, Think For The Future, Derby County Community Trust, Breakout, Compass, Lunar Minds etc...

7. Implementation

All instances of bullying will be dealt with appropriately using the Academy's Behaviour and Safeguarding Policies. (See website).

All staff have a responsibility to tackle bullying. If bullying is suspected, staff will talk to the suspected victim, the suspected bully and any witnesses, and take statements. It is recognised that in some situations 'victims' may exaggerate or invent behaviour incidents and members of staff need to be aware of this. In the event of exaggeration or malicious accusations appropriate actions will be taken in line with the Academy Behaviour policy.

If a child is being bullied or feels at risk of being bullied there are many ways in which they can report this.

Inform a staff member:

They may report this to their Form Tutor initially, their Head of Year, or directly email the safeguarding team if deemed appropriate.

Sharp system:

For students who may wish to report bullying anonymously or who feel that they are unable, for any reason, to speak to someone, they are able to use the Sharp system which can be accessed via the Academy website. This system immediately notifies the safeguarding team. This will then be dealt with promptly and effectively.

Directly email the safeguarding:

Students can discreetly email safeguarding@noelbakeracademy.co.uk and the safeguarding team will triage and action the concerns that the student expresses.

Inform a student Leader or Anti-bullying Ambassador:

Students may feel more comfortable reporting this to our Student Leaders or Anti-bullying Ambassadors. Signage of key students who can support further is displayed around the school. In addition, these students can be found in the ground floor Red/Blue at social times.

Student concerns slip:

Students can also complete a 'student concerns slip' if they would prefer to write down their thoughts and feelings, down as opposed to discussing this with someone. These can be found in tutor rooms, and the Head of Year and safeguarding offices. This is then placed in the post boxes and triaged daily by the safeguarding team.

If parents/carers suspect a child is being bullied their first port of call should be the Form Tutor or Head of Year, who in some circumstances may refer it to the Key Stage Lead. There will be instances where escalation occurs to the Assistant Headteacher, Deputy Headteacher or even the Headteacher.

Social networking sites are sometimes used for bullying and any threats made on such a site and acted on in school will be classed as pre-meditated and are likely to result in a more severe sanction.

If any degree of bullying is identified, the following action will be taken in consultation with the Head of Year, Key Stage Lead or other Senior staff.

The following steps may be taken when dealing with incidents:

- If a behaviour incident is observed by a member of staff, they should intervene immediately and report the incident on class charts.
- A clear and precise account of the incident will be recorded by the person recording the incident. Any subsequent accounts will be gathered during the investigation.
- The relevant Head of Year will gather statements from all concerned and will record the incident on MyConcern, our online safeguarding platform if it is deemed a bullying incident.
- The Designated Safeguarding Lead will be notified of any bullying issues where there are safeguarding concerns.
- Form tutors and other key stakeholders will be kept informed and if it persists the pastoral team will advise the appropriate subject teachers.
- The Academy will provide appropriate support for the person being bullied, making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The parents/carers of both the victim(s) and the perpetrator(s) will be informed as soon as possible.
- Sanctions may be issued in accordance with the Academy's Behaviour Policy (See Academy website for the behaviour policy).
- If necessary and appropriate, we will seek advice and support from the Police Officer (Youth Engagement Officer) or PCSO linked to the Academy.
- Following a bullying incident there will be an opportunity for a restorative conversation between the victim(s) and perpetrator/s (if both parties are happy to engage in this conversation). As the incident has been logged on Myconcern, safe-and-well checks will be carried out on the victim to ensure there are no further bullying issues.

When bullying takes place offsite, or outside of normal school hours (including cyberbullying), the Academy will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the victim who has been cyberbullied and work with the perpetrator/s who carried out the bullying to ensure that it does not happen again.
- Encourage the victim to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- the Academy will ensure that the concern is fully investigated. Appropriate action will be taken to ensure all parties feel safe and secure in the Academy, including providing support and implementing sanctions where appropriate in accordance with the Academy's behaviour policy.

The Academy will take all available steps where possible to identify the person responsible. This may include:

- Looking at use of the Academy systems.
- Identifying and interviewing possible witnesses.
- Contacting the service provider and the police, if necessary.

Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:

- Reporting to a service provider (e.g Tik Tok) to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete the specified content.
- Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and the school's Behaviour policy.
- Requesting the deletion of inappropriate/unacceptable content and content posted online if they contravene Academy behavioural policies.
- Ensuring that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Informing the police if a criminal offence has been committed.

Provide information to staff and students regarding steps they can take to protect themselves online.

This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

8. Aftercare

Victims

Students who are the victims of bullying will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of the Pastoral Team or another member of staff if they feel more comfortable doing so.
- Being reassured that it is not their fault that they have been bullied and that no-one has the right to make them feel hurt.
- Offering continuous help and support from the pastoral team.
- Attending a meeting with the Anti-bullying Ambassadors (See page 24-25 for victim script) to check in on the victim(s) and offer support.
- Parental engagement to work collectively with the victim's parents/carers.

- Restoring self-esteem and confidence.
- If it is appropriate, the Academy will facilitate a process of restorative justice and / or mediation via the Head of Year/s.
- Where appropriate, mediation can be extended to other individuals linked to the bullying including the parents and families of the victim / perpetrator.
- Where a mental health concern develops and persists, support through a mental health and wellbeing questionnaire and referral will take place. This may lead to support from the mental health and well-being team/school counsellor.
- Multi-agency involvement if it is required to support the victim in any way.
- Delivery of the safeguarding curriculum linked to self-worth.
- Ensuring that they can rebuild their confidence by using trusted students as their supporters and advocates, through Student Leaders and Anti-bullying Ambassadors and the Academy library which provide a nurturing environment for vulnerable students.
- By listening to them and seeking creative and constructive ways to support them.

Perpetrators

Students who have bullied will be helped by:

- Discussing what happened.
- Establishing the reason for the bullying.
- Parental engagement to work collectively with the perpetrators parents/carers.
- Attending a meeting with the Anti-bullying Ambassadors (See page 26-27 for perpetrator script) to check in on the perpetrator(s) and establishing their actions, the need to change and reflecting on the impact / distress caused to the victim – (This may also be covered through additional work undertaken by our safeguarding team in the delivery of the safeguarding curriculum.
- If the incident is a derogatory or EDI incident the perpetrator will complete an educational booklet to allow for reflection and prevent reoccurrence moving forwards.
- Informing parents/carers to help change the attitude and behaviour of the perpetrator.
- If it is appropriate, the Academy will facilitate a process of restorative justice and / or mediation via the Police (Youth Engagement Officer) or PCSO linked to the Academy – This may be in the form of a verbal conversation or more formal route through a tiered system of Anti-Social behaviour warning letters. (See page 28)
- Where appropriate, mediation can be extended to other individuals linked to the bullying including the parents/carers and families of the victim / perpetrator.
- Multi-agency involvement if it is required to support the perpetrator in any way, as we recognise that often there are triggers which can lead to bullying behaviours being exhibited. These can include feelings of low self-worth, being bullied themselves and / or social pressures.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children’s Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

The following disciplinary steps can also be taken:

- Robust warnings to cease offending.
- Restorative justice procedures.
- Loss of social times
- R3 issued and detention.
- 1:1 Safeguarding curriculum delivery
- Exclusion from certain areas of the Academy premises.
- Internal Suspension.
- Off-Site direction at another school.
- Tiered system of Anti-Social behaviour warning letters
- ABC contract with the Police/Academy and Family.
- Suspension.
- Alternative provision.
- In severe cases - permanent exclusion.

9. Prevention

Noel-Baker Academy will use the following to help raise awareness of and prevent bullying. As and when appropriate, these may include:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- A discussion with a variety of stakeholders to address the differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, nondiscrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly. This will also include teaching students about the consequences around mobile phones and the use of social media.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Maintaining the Academy behaviour policy.
- Using behaviour/anti-bullying contracts for students where appropriate and parenting contracts where parental support is required to prevent ongoing bullying.
- Using Art, Drama or Music to reinforce awareness.

- Reading stories about bullying or having them read to a class or through the delivery of an assembly.
- Having regular discussions about bullying and why it matters.
- Having appropriate signage around the academy to raise awareness and prevent bullying.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing Academy policies, for any bullying brought to the Academy's attention.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Website – Key information linked to bullying – key contacts and what to do and who to report bullying incidents to.

Within the curriculum, the Academy will raise the awareness of the nature of bullying through inclusion in PSHE lessons, assemblies, our safeguarding curriculum and subject areas for example Computer Science, as appropriate, to eradicate such behaviour.

If a child discloses to an adult in school that they have been experiencing difficulties when online, we will always contact parents/carers and let them know. We will also offer advice in relation to the next steps to take to safeguard and support the child.

We will not investigate or sanction consequences to children for issues which have taken place online outside of school unless these issues spill over into the Noel-Baker Academy community. All incidents that occur outside of the Academy should be reported to the police.

There are many ways in which parents/carers can safeguard and support their child whilst they navigate the online world:

- Set clear boundaries around social media sites.
- Check phone usage on a regular basis.
- Ensure they add parents/carers as a 'friend' on social media platforms so their posts can be seen.
- Work together to set appropriate privacy settings.
- Discuss the types of posts that are acceptable or unacceptable;
- Talk openly to check understanding of what online behaviours are classed as illegal (sharing photos without permission, 'trolling' or bullying online);
- Discuss who is appropriate to add as a friend on social media pages.
- Restrict screen time.
- Set screen time limits.
- Set down time through the evening and night so that there is no interruptions by notifications.
- Agree where and when mobile phones are allowed within the household.

- Manage the settings so that all apps downloaded have to be agreed by parents/carers

If there are any concerns or worries about safeguarding children links below provide a wealth of information for parents/carers:

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

<https://www.thinkuknow.co.uk/parents/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>

10. Signs and Symptoms

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and should refer this matter to the HOY to investigate if a student:

- Is frightened of walking to or from school.
- Doesn't want to go on the Academy / public bus.
- Begs to be driven to the Academy.
- Changes their usual routine.
- Is unwilling to go to the Academy (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious, low in mood, lacking in confidence or self esteem
- Starts stammering.
- Self-harms, attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Uses excuses to miss school (headache, stomach ache etc.).
- Begins to suffer academically.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing".
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises or shows signs of being in a fight.
- Comes home starving (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Changes their eating habits (stops eating or over eats).
- Goes to bed earlier than usual.
- Is unable to sleep.
- Wets the bed.
- Is frightened to say what's wrong.
- Gives unlikely excuses for any of the above.
- Is afraid to use the internet or mobile phone.

- Is nervous and jumpy when a text message or email is received.
- If a student displays behaviour that is out of character e.g poor behaviour when normally a model student.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

11. Education and Training

Noel-Baker Academy will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the Academy's policy and procedures (including recording and reporting incidents).
- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff on Equality, Diversity and Inclusion, with a focus on the derogatory use of language, to support an inclusive environment and promote a culture of mutual respect.
- Consider a range of opportunities and approaches for addressing bullying throughout the taught curriculum and other activities, such as through signage and displays, assemblies, Student Leaders and Anti-bullying Ambassadors.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

12. Involvement of Students

Noel-Baker Academy will:

- Involve students in policy writing and decision making, to ensure that they understand the Academy's approach and are clear about the part they must play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Recruit and train students to become Anti-bullying Ambassadors.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in the Academy and embed messages in the wider Academy curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying to address the problems they have.

13. Involvement and Liaison with Parents and Carers

Noel-Baker Academy will:

- Take steps where possible to involve parents/carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) are available to parents/carers in a variety of formats including social media and the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the Academy to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

14. Links to Legislation

There are several pieces of legislation and statutory guidance which set out measures and actions for schools in response to bullying and the safeguarding of children, as well as relevant criminal and civil law. These include (but are not limited to):

- The Education and Inspections Act 2006 (as amended by the Education Act 2011) - [Education and Inspections Act 2006](#)
- The Equality Act 2010 - [Equality Act 2010](#)
- The Children Act 1989 - [Children Act 1989](#)
- The Education (Independent School Standards) Regulations 2014 - [The Education \(Independent School Standards\) Regulations 2014](#)
- The Protection from Harassment Act 1997 - [Protection from Harassment Act 1997](#)
- The Malicious Communications Act 1988 - [Malicious Communications Act 1988](#)
- The Public Order Act 1986 - [Public Order Act 1986](#)
- Keeping Children Safe in Education (2025) - [Keeping children safe in education 2025](#)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026) - [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

15. Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- The Academy Governors and the Trust Board to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the Academy.
- Students to abide by the policy.

16. Monitoring, evaluation and review

The Academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted throughout the Academy and will be available via the Academy website. A bullying log will be kept and incidents will also be recorded on the relevant platforms to analyse data. This data will be analysed and reviewed on an on-going basis. We are committed to self-reflection and will critically evaluate our practice so that we can find ways to improve.

Appendix 1: Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- 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: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

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: www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice0-to-25

Cyberbullying:

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.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) www.gov.uk/government/groups/ukcouncilfor-child-internet-safety-ukccis

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.srtrc.org/educational

LGBT:

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying:

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-SchoolsGuide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaignposters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective antibullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying

Appendix 2: Signage



Noel-Baker Academy
A L.E.A.D. Academy

BE THE CHANGE TODAY, SPEAK OUT TO HELP OUT

We encourage our students to be upstanders.

UPSTANDER

A person who speaks out and takes action to support others in need.

- ✓ Recognise the situation - Be aware of your surroundings.
- ✓ Empathise with the victim Interpret - Do I recognise that someone needs help?
- ✓ Act responsibly - Feel responsible to act - See yourself as being part of the solution to help.
- ✓ Care for the victim - Remove the victim from the situation / ensure their safety
- ✓ Take action - Intervene safely - Take action but be sure to keep yourself safe.
 - If appropriate inform the perpetrator that their conduct is not acceptable.
 - Speak to a trusted adult.
 - Complete a student concern slip if necessary.



Noel-Baker Academy
A L.E.A.D. Academy

WHAT IS BULLYING?

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.

**WORDS ARE AS
SHARP AS A KNIFE.**

BULLYING CAN BE:

PHYSICAL

VERBAL

RELATIONAL

ONLINE / CYBER

SEXUAL

PREJUDICIAL

EMOTIONAL

Bullying can be a form of peer-on peer abuse.

It can cause severe and adverse effects on children's mental health and wellbeing.

Noel-Baker Academy
A L.E.A.D. Academy

WORDS ARE AS SHARP AS A KNIFE.

Messages on screen:
 You!... 🤔
 Stupid... 🤔
 Hate you!... 🗡️
 &5%#@^@ ⚡️⚡️⚡️⚡️

Noel-Baker Academy
A L.E.A.D. Academy

WORDS ARE AS SHARP AS A KNIFE.

Messages on screen:
 Stupid... 🤔
 You!... 🤔
 Hate you!... 🗡️
 &5%#@^@ ⚡️⚡️⚡️⚡️

Noel-Baker Academy
A L.E.A.D. Academy

BULLYING

IT HURTS
IT SCARS
IT SHAMES
IT PRESSURES US
IT CHANGES US

Speech bubbles:
 UGLY
 FAT
 HA-HA!
 LAME

If you recognise the signs please inform a trusted adult.

Noel-Baker Academy
A L.E.A.D. Academy

BULLYING ISNT BANTER. KNOW THE DIFFERENCE.

Be the change today. Speak up speak loud.

Noel-Baker Academy
A L.E.A.D. Academy

SPEAK OUT TO HELP OUT

Stop the
bullying

DO YOUR PART

If you recognise the signs please inform a trusted adult.

Noel-Baker Academy
A L.E.A.D. Academy

SPEAK OUT TO HELP OUT

DO YOUR PART

If you recognise the signs please inform a trusted adult.

Noel-Baker Academy
A L.E.A.D. Academy

SPEAK OUT TO HELP OUT

DO YOUR PART

If you recognise the signs please inform a trusted adult.

Noel-Baker Academy
A L.E.A.D. Academy



KINDNESS IS BEAUTIFUL
KINDNESS IS RESPECT
KINDNESS IS SUPPORT
KINDNESS IS UNITY

KINDNESS HAS TO START SOMEWHERE PASS THAT KINDNESS ON

Appendix 3: Anti-bullying wall displayed in school



Appendix 4: Student concerns slip

 Noel-Baker Academy A.L.E.A.D. Academy		Student Concerns Slip		 Noel-Baker Academy A.L.E.A.D. Academy	
Name of student		Tutor Group			
Date concern slip completed		Date of incident of different			
Concern – Please provide details to enable us to help					

Appendix 5: Anti-bullying flowchart

Noel-Baker Academy Anti-Bullying Flow Chart

Imagine a world where respect and kindness thrives — it's not just a dream, it's in the choices we make.

Stage 1

Incident is reported and recorded by the staff member on class charts:

1. Go to negative behaviours
2. Click on – ALL STAFF bullying



3. Select bullying type
4. Enter details in comment box on student behaviour live feed (click on recorded bullying behaviour and add details before clicking enter) DO NOT add in notes section.

Who is informed?

Form Tutor, Head of Year, NBA patrol, and Key Stage Lead

Stage 2

1. Perpetrator/s is/are collected by NBA patrol and isolated under investigation. Victim/s remain/s with key staff member to ensure they are safe.
2. An Investigation is carried out by the Head of Year.
3. Once the Head of Year has fully investigated the incident a decision is made by them as to whether this is an incident of bullying.
4. If the incident is deemed as bullying the Head of Year will complete the Anti-bullying link to record all details.

Who is informed?


- Head of Year to inform parents/carers of the victim and perpetrators to inform them of the incident and that this is being looked into.
- Safeguarding team informed
- Head of Year to add to MyConcern and safeguarding team to assign Head of Year as case owner.
- Key Stage Lead/Assistant Headteacher and Deputy Headteacher and or Headteacher at this stage if deemed appropriate.
- Police, Governors, Trust if deemed appropriate due to severity of the incident.

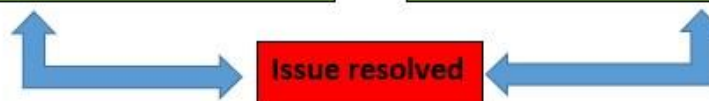
Stage 3

1. A decision matrix is completed by Head of Year including statements
2. All paper work handed to Key Stage Lead and Assistant Headteacher.
3. A decision is made by Assistant Headteacher and seeks further sanctions if a suspension may be deemed appropriate.
4. All parties are contacted to inform them of the outcome by Head of Year

Who is informed?

- Parents/Carers of the victim and perpetrators contacted by Head of Year to update them on the outcome.
- Police, Governors, Trust if deemed appropriate due to severity of the incident.

<p style="text-align: center;">Immediate actions:</p> <ul style="list-style-type: none"> • R3 • Social time removal • Offsite direction • Suspension • Restorative conversation with key staff <u>present</u> • ABC contract with the police • Student panel meeting/Student 		<p style="text-align: center;">Long term actions:</p> <ul style="list-style-type: none"> • Form tutor check ins • Referral for mentoring support • Student mentoring/check ins • MHWB referral • Changes to school day/TT/etc • Other key support mechanisms
--	---	---



Ongoing support beyond the incident

Daily check ins – Form Tutor (ongoing), Weekly check ins – Head of Year/Anti-Bullying Ambassadors- Check in (with parents and students).
If check ins shows signs of the issue being unresolved, it will be investigated further for more action

Anti-bullying script victim

Script Information

Good morning / afternoon. Thank you for attending the panel meeting today. I am ... from year .. and I will chair the meeting.

Firstly, I want to make sure you are ok? We are here to look after and support you.

I will go through the meeting agenda just so you know how it will work:

Agenda:

- Introductions
- Reason for the meeting
- How we can support
- Next steps

Firstly introductions:

I'm Year .. Anti-bullying ambassador, I'm Year .. Anti-bullying ambassador and so on.

Please tell us who you are and what year group you are in ...

We are now going to briefly discuss the incident that took place on ... it was reported that you were [reason: for example; verbally abused]

Do you have any idea why this happened?

If not the first time ask the questions in red:

This is now the [second, third time] you have now been [reason: for example; verbally abused] by other students.

How did you feel at the time?

How has this affected you?

It is important that we reflect on what has happened to ensure there are no further incidents and you feel fully supported. We need to be able to move forwards to support you the best we can.

What do you feel we can do to support you?

Do you need any help? Student mentor, Form Tutor support, Head of Year support, mentoring, mental health and well being support / we could look at doing a MHWB questionnaire and referral for you?

Next steps

As a next step we will assign an Anti-Bullying ambassador to you and they will check in with you once a week. This person will be ... and they will meet you during NBA reads on a ... every week for the next 6 weeks. You can also find them at breaks and lunchtimes or check in with any of our other Anti-bullying Ambassadors on duty including the drop ins in the Green/yellow plaza.

-

Your Form Tutor will also be notified so that are keeping a close eye on you to support as well as your pastoral team.

Thank you so much for your time and if there is anything else we can do to support please let us know.

Thank you.

Appendix 7: Anti bullying script - perpetrator

Anti-bullying script perpetrator

Script Information

Good morning / afternoon. Thank you for attending the panel meeting today. I am ... from year .. and I will chair the meeting.

I will go through the meeting agenda just so you know how it will work:

Agenda:

- Introductions
- Reason for the meeting
- How we can support
- Next steps

Firstly introductions:

I'm Year .. Anti-bullying ambassador, I'm Year .. Anti-bullying ambassador and so on.

Please tell us who you are and what year group you are in ...

We are now going to discuss the incident that took place on ... it was reported that you were [add reason] student A.

From the investigation it appears that this happened. Is this correct?

In your opinion what happened?

What was the reason for you doing this?

If not the first time ask the questions in red:

This is now the [second, third time] you have now [reason: for example; verbally abused] other students.

Why do you continue to commit the same offences?

You do not seem to be learning from your mistakes. Why is this?

What did you gain from doing this?

Do you realise how student A may have felt at the time?

Do you realise how this may have affected student A?

It is important that you reflect on what has happened to ensure there are no further incidents. We need to be able to move forwards to support you and the victim/s.

What can we do to support you?

Do you need any help? Student mentor, Form Tutor support, Head of Year support, mentoring, mental health and well being support / we could look at doing a MHWB questionnaire and referral for you?

-

Next steps

As a next step we will assign an Anti-Bullying ambassador to you and they will check in with you once a week. This person will be ... and they will meet you during NBA reads on a ... every week for the next 3 weeks.

Your Form tutor will also be notified so that are keeping a close eye on you to support.

Thank you so much for your time and if there is anything else we can do to support please let us know.

Thank you.

Appendix 8: Anti social behaviour warning letter



Police Constable 14200 Toni Williams
Youth Engagement Officer

E-Mail: toni.williams@derbyshire.police.uk
Web: <http://www.derbyshire.police.uk>



Noel-Baker Academy

Contact: **Staff name**
Email: **Staff email address**
Date: **Add date**

First Anti-Social Behaviour (ASB) Warning – [Student's Full Name]

Dear **[Parent/Guardian's Name]**,

I am writing to inform you that your **son/daughter** has received **his/her** first Anti-Social Behaviour (ASB) warning. This is in relation to the incident whereby **he/she** **[Insert incident detail and date]**, causing significant disruption to the learning environment at Noel-Baker Academy.

The purpose of this letter is not only to inform you of the ASB warning but also to make you aware of the support available to your **son/daughter** through an intervention programme led by our Youth Engagement Officer.

The role of the Youth Engagement Officer is to build trust and confidence between young people and the police, using both face-to-face and digital forms of communication. They deliver intervention workshops, as well as restorative outcomes and other suitable out-of-court disposals, under the direction of Supervision, Charge Managers, the Youth Justice Panel, or the Youth Offending Team/Service.

Bringing this approach into the school environment is intended to help young people understand the impact of their actions on others and to encourage a sense of personal responsibility and accountability. As an intervention tool, the Youth engagement officer will meet with your **son/daughter** to discuss the incident, and will support them to take accountability. This will take place **in due course and will be confirmed with you shortly [Insert date/ time if known]**.

I kindly ask that you contact me at your earliest convenience using the details provided above to discuss this matter further, and to confirm whether you consent for your son to be referred for this intervention. Your cooperation and support are greatly appreciated.

Kind Regards,

Noel-Baker Academy

Derbyshire Constabulary, Headquarters, Butterley Hall, Ripley, Derbyshire, DE5 3RS
Incoming telephone calls and communications may be monitored and recorded



Making Derbyshire Safer **Together**

Telephone 101 | Text Relay 18001 101 | www.derbyshire.police.uk