



Anti-Bullying Policy

Written by	Jack Gilvear
Reviewed by	Name: Paul Sherlock <i>Paul Sherlock</i> 2026-01-14 Date:
Approved by	Name: James Batts <i>J Batts</i> 2026-01-14 Date:
Approved by	Name: Shanee Puri <i>Shanee Puri</i> 2026-01-15 Date:
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Our Philosophy

Fostering creative thinking and enterprising learning is essential to empowering individuals to grow and thrive in an ever-changing world. By encouraging curiosity, risk-taking, and problem-solving, we cultivate a mindset that embraces innovation and adapts to new challenges. Supporting learners in this journey involves creating environments where exploration is encouraged, diverse perspectives are valued, and failure is seen as a step toward success. As we inspire the next generation of Mavericks, we equip them with the skills and resilience needed to pursue their passions with purpose, helping them not only excel individually but also contribute meaningfully to society with a cause that drives them. By nurturing their potential, we unlock a future where creativity and entrepreneurship become catalysts for positive change.

Our Vision

To be a place where minds can rise and soar,
Where learners dream and seek for more.
Where progress blends with roots held tight,
Guiding souls towards what's right.

Inspiring a community, where learners embrace their individuality: rooted in values that prepare them to disrupt positively and shape the world with purpose.

Our Purpose

In our growing Nadeen School Family, we empower each soul to say 'I can be me ... in my own way'. We nurture

every learner's potential by fostering an environment of compassion, courage, and creativity through progressive education.

Purpose

- For all staff to know what the school policy is on bullying and follow it when bullying is reported.
- For all staff to be aware that we promote positivity, and for our learners to have empathy and understanding.
- To create and maintain a non-violent and non-threatening atmosphere by using educational opportunities when they arise to teach positive behaviour.
- To raise awareness of our staff through staff meetings and taking a vigilant nature to reduce the risk of bullying and hurtful behaviour at all times.
- To increase the sensitivity of our school community to incidents of bullying.
- To provide support and help for victims of bullies and for bullies themselves, and counselling when needed.
- To make the whole school aware that bullying and hurtful behaviour do not fit with the Behaviour for Learning Policy or the philosophy of the school and will not be tolerated.

Anti-Bullying and Hurtful Behaviour Statement

This policy should be used alongside our Behaviour for Learning Policy and any response to bullying will be guided by our Behaviour for Learning Policy with Restorative Practices at the heart of what we do at Nadeen. Our goal is always to repair harm, restore relationships and build understanding.

At Nadeen School, we believe that all learners have a right to learn in a supportive, caring and safe environment without the fear of being bullied or hurtful behaviour. We recognise that all behaviour is a form of communication, and that every learner involved - whether victim, bystander or perpetrator needs support, understanding and the opportunity to make amends. Therefore, Nadeen School is committed to providing a caring, friendly, safe and secure environment for all our children so they can learn in a relaxed and secure atmosphere, without anxiety. It is made clear that bullying is a form of anti-social behaviour and bullying in any form is unacceptable at Nadeen School. We always aim to support victims and those who are accused of bullying because every learner has a story that may lead them towards hurtful behaviour.

We do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable and positive behaviour is promoted. Due to the school's positive ethos, cases of bullying are extremely rare. However, in order to nurture our learners, we equally take cases of hurtful behaviour seriously even though there may be no bullying intent. For this reason, we have an anti-bullying policy and a clear Behaviour for Learning Policy that is guided by neuroscience.

What is Bullying?

Bullying can be described as being a deliberate, ongoing act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can occur through several types of anti-social behaviour. It can be:

- Physical: A child can be physically punched, kicked, hit, spat at, etc.
- Verbal: This can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, personality, etc.
- Exclusion: A child can be bullied simply by being excluded from discussions/activities.

- Damage to Property or Theft: learners may have their property damaged or stolen. Physical threats may be used by the bully in order that the learner hand over property to them.
- Cyber: Misuse of digital technologies or communications to bully a person or group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

Bullying is not tolerated, and all accusations are to be taken seriously and dealt with immediately and with sensitivity.

What is Hurtful Behaviour?

We recognise that hurtful behaviour is not as severe as bullying, but still has a negative impact on the child to whom it is being directed. Hurtful behaviour also shows a lack of respect which is contradictory to the school's ethos. While hurtful behaviour may not meet the definition of bullying, it still impacts relationships and wellbeing. These behaviours will be addressed using restorative conversations to help learners recognise the impact of their actions, take responsibility and make positive changes.

How do we maintain our successful Anti-Bullying and Hurtful Behaviour Policy?

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the minimisation of bullying in our school. If bullying does occur, all learners should be able to tell any member of staff and know that incidents will be dealt with promptly and effectively.

We are a TELLING School. This means that anyone who knows that bullying or hurtful behaviour is happening are expected to tell the staff. All adult members of our school community are vigilant in order to recognise where bullying is taking place, and to deal with it thoroughly and with sensitivity.

Why is it important to respond to Bullying and Hurtful Behaviour?

Everybody at Nadeen School has the right to be treated with respect. Bullying learners need to learn different ways of behaving. The school has a responsibility to respond promptly and effectively to issues of bullying and hurtful behaviour.

Communicating Bullying and Hurtful Behaviour

At Nadeen School we use assemblies, the PSHE curriculum and class discussions to discuss our intolerance of bullying and hurtful behaviour. Our learners are reminded:

- that their silence is the bully's greatest weapon.
- to tell themselves that they do not deserve to be bullied and that it is wrong.
- that fighting back may make things worse.
- that it is best to tell an adult straight away as they will get immediate support.
- that adults will take them seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for all concerned.

Dealing with Disclosures

All Nadeen School staff will take disclosures seriously and treat them with sensitivity. We believe it is best to speak to all parties involved as a first step towards reconciliation and resolution, aligned with our Behaviour for Learning Policy. Nadeen School will always inform parents of both the perpetrator and the victim, in person where possible, as a further way to resolve any issues.

- All disclosures are taken seriously and handled sensitively.
- All involved including witnesses are interviewed separately to understand each perspective.
- A **restorative meeting** is arranged as soon as practical, provided all parties feel safe and ready.
- Parents are informed early, and encouraged to be partners in supporting the restorative plan.
- Any reparation actions are agreed collaboratively and reviewed after a set period to ensure the situation is resolved.

For steps to be taken, please see appendix 'What do we do if we know someone is being bullied?'.

Online Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' or online bullying, which can occur in or outside school. Online bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessible as people forward on content at a click.

Online bullying can be defined as 'The use of Information Communication Technology, particularly mobile phones and the internet, to deliberately hurt or upset someone.'

At Nadeen School we know that many young people and adults find that using the internet and mobile phones is a positive and creative part of their everyday life. Unfortunately, technologies can also be used negatively. When children are the target of bullying via mobile phones, gaming or the Internet, they can often feel very alone, particularly if the adults around them do not understand cyberbullying and its effects. A once previously safe and enjoyable environment or activity can become threatening, harmful and a source of anxiety. It is essential that our young people, our staff and our families understand how cyberbullying is different from other forms of bullying, how it can affect people and how to respond and combat misuse. Promoting a culture of confident users will support innovation and safety.

For steps to be taken, please see appendix 'How will Cyberbullying be managed?'.

Please also refer to our Digital Safety Policy.

Roles and Responsibilities

All staff within Nadeen School are responsible for ensuring that bullying and hurtful behaviour are not a part of school life for our learners and that should incidents occur they are dealt with immediately.

Class teachers and assistants should deal with incidents accordingly in a timely manner. If issues persist then they should be reported to the Phase Leader.

Phase Leaders will become involved if the incidents continue.

The Senior Leadership Team should be made aware of all incidents. They will become directly involved if the situation persists even after the intervention of the Phase Leader.

Appendices

Appendix 1

What do we do if we know someone is being bullied?

Outcomes:

Members of staff to whom disclosures are made to should initiate the following procedures themselves and/or consult with the relevant staff as appropriate:

- All disclosures, whether from a learner, a parent or a member of staff, should be taken seriously and treated with sensitivity.
- Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident. All instances of suspected bullying should be recorded on CPOMS and reported to Phase Leaders and SLT where relevant.
- Victims, alleged bullies and witnesses should be interviewed separately, and their accounts of the incident are to be written down on the Learner Account Form.
- In the course of this procedure, enquiries should be made to ascertain whether the alleged bully has been involved in similar incidents involving this or other learners, thus enabling patterns of behaviour to be established.
- Serious cases will be discussed with the Headteacher or Vice Principal. After consultation, the Senior Leadership Team will determine the appropriate way to handle the incident, in line with our Behaviour for Learning Policy & Behaviour Procedural Policy

Action should then be taken with regard to each of the following:

- If possible, the learners will be encouraged and supported to repair after the incident/incidents have been investigated and dealt with - each case will be monitored to ensure repeated bullying does not take place.
- A **restorative support plan** will be agreed with all involved, setting out clear expectations for behaviour, actions to repair harm, and follow-up check-ins to monitor progress.
- Support for the bully will be given in accordance with the Behaviour for Learning Policy.
- Informing the parent of the victim and the bully.
- Formally recording the incident on CPOMS.
- Giving general information to all staff, through close liaison and staff meetings. Giving relevant feedback and reminders about appropriate behaviour to learners.
- In serious cases, suspension or exclusion will be considered in line with the Behaviour for Learning Policy and the Ministry Decree.

Appendix 2

How will online bullying be managed?

In the event of online bullying:

- Staff will keep a record of the bullying as evidence in CPOMS.
- Nadeen School will take steps to identify the bully, where possible and appropriate. This may include identifying and interviewing possible witnesses, and contacting the parents
- Learners, staff and parents/carers will be required to work with the school to support the approach to online bullying and the school's e-Safety ethos.

Logical consequences for those involved in cyberbullying may include:

- The bully will be asked to remove any material deemed to be inappropriate or a service provider may be contacted to remove content if the bully refuses or is unable to delete content.
- Internet access may be suspended at school for the user for a period of time. Other consequences for learners and staff may also be used in accordance to the school's Anti-bullying, Behaviour for Learning Policy and Behaviour Procedural Policy.
- In all cases, the learner(s) responsible for online bullying will participate in a **restorative process**, which may include creating a positive digital footprint project, mentoring sessions, or educating peers about online respect.
- Parent/carers of learners will be informed.
- If the offence takes place off the school site and out of school hours, but is brought to the attention of the school, all children and families involved will be contacted for discussion.

In addition to technical steps (removing content, restricting access), the following restorative actions may be applied:

- Meeting between the learner(s) involved to discuss the real-life impact of online actions.
- Education session on responsible digital citizenship.
- Creation of a positive contribution to the school's digital safety programme (e.g., helping design posters, peer awareness workshops).

Appendix 3

Restorative Consequences

In all cases of bullying or hurtful behaviour, the focus is on **repairing harm** and **restoring trust** rather than only applying punitive measures. Restorative consequences will be proportionate, timely, and age-appropriate. **Examples include:**

- **Restorative conversations** between parties, facilitated by a trained staff member, focusing on the questions:
 1. What happened?
 2. What were you thinking and feeling at the time?
 3. Who has been affected and how?
 4. What needs to happen to make things right?
- **Agreed actions for reparation**, such as written apologies, acts of kindness, or helping with classroom/community tasks.
- **Restorative circles** to rebuild trust within a peer group or class.
- **Collaborative problem-solving meetings** with parents, staff, and learners to agree on preventative strategies.
- **Peer support or mentoring**, where appropriate, to rebuild positive peer connections.
- **Reflection journals** or behaviour logs to help the learner identify triggers and positive coping strategies.

In cases where behaviour is repeated or severe, restorative work will **sit alongside proportionate sanctions** in line with the Behaviour for Learning Policy and Ministry Decree (e.g., temporary withdrawal from activities, suspension, or exclusion in extreme cases).

Appendix 4

Restorative Consequences Flowchart – Nadeen School

1. Disclosure / Incident Reported



- Listen actively and without judgment.
- Reassure the learner that the situation will be taken seriously.
- Record initial details in **CPOMS**.

2. Initial Response



- Ensure immediate safety of all involved.
- Separate parties if necessary to de-escalate.

3. Information Gathering



- Interview **victim, alleged perpetrator, and witnesses** separately.
- Record each account in writing (Learner Account Form).
- Identify patterns or repeated behaviour.

4. Restorative Preparation



- Check if all parties feel safe and ready for a restorative approach.
- Brief learners and parents on the restorative process and aims.

5. Restorative Meeting (*Facilitated by teacher, Phase Leader, or SLT*)



- Use the core questions:
 1. What happened?
 2. What were you thinking and feeling?
 3. Who has been affected and how?
 4. What needs to happen to put things right?
- Agree on **specific reparation actions** (e.g., apology, community contribution, peer mentoring).

6. Recording & Communication



- Log the outcome in **CPOMS**.
- Communicate agreements and next steps to all relevant staff
- Inform parents of both victim and perpetrator of the outcome.

7. Implementation of Consequences



- Carry out agreed restorative actions.
- Apply additional Behaviour for Learning Policy sanctions if needed.

8. Follow-Up & Monitoring



- Scheduled check-ins with both parties (e.g., after 1 week, then after 1 month).
- Review progress and adjust support where necessary.
- Close case when all parties confirm the harm has been repaired and behaviour has improved.

Audit trail

Details

FILE NAME ACD - Anti-Bullying and Hurtful Behaviour Policy v1.0 - 11/01/2026, 07:04

STATUS  Signed

STATUS TIMESTAMP 2026/01/15
06:22:42 UTC

Activity



SENT

principalpa@nadeenschool.com **sent** a signature request to:

- Paul sherlock (p.sherlock@nadeenschool.com)
- JBatts (j.batts@nadeenschool.com)
- Shanee Puri (shanee.puri@nadeenschool.com)

2026/01/11
04:05:09 UTC



SIGNED

Signed by Shanee Puri (shanee.puri@nadeenschool.com)

2026/01/15
06:22:42 UTC



SIGNED

Signed by Paul sherlock (p.sherlock@nadeenschool.com)

2026/01/14
12:11:40 UTC



SIGNED

Signed by JBatts (j.batts@nadeenschool.com)

2026/01/14
14:12:56 UTC



COMPLETED

This document has been signed by all signers and is **complete**

2026/01/15
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The email address indicated above for each signer may be associated with a Google Account, and may either be the primary email address or secondary email address associated with that account.