TREGONWELL ACADEMY

High Expectations, Support, Challenge

Anti-Bullying Policy Nigel Bowes Campus

Adopted by AAC: Spring 2021

High Expectations, Support, Challenge
Part of Ambitions Academies Trust

Statement of Intent

The Nigel Bowes Campus is committed to ensuring our school is free from bullying, discriminatory and prejudicial behaviour. We work proactively to support pupils, parents/carers and staff to understand the causes and effects of bullying. Everyone is entitled to come to school feeling safe and supported and we do not tolerate any form of bullying.

Policy Aims

- To clearly define bullying and terms relating to bullying
- To outline proactive strategies to prevent bullying
- To describe school systems for addressing bullying
- To have strategies in place to support victims and perpetrators
- To ensure that parents/carers know who to approach if they are worried that their child is being bullied
- To ensure that children know what bullying is and know what to do when it occurs

Other Relevant Policies

This policy complements and supports a range of other policies, procedures and curriculum initiatives including:

- Acceptable Use Policy
- Child Protection Safeguarding Policy
- Attendance Policy
- NBC Behaviour Policy
- Code of Conduct-preventing the abuse of trust
- Equality Diversity Policy
- Online Safety
- NBC Curriculum Policy
- SEN Policy
- Staff Handbook

Definition

The Anti-Bullying Alliance defines bullying as:

> "*The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online*".

Bullying can seriously damage a young person's confidence and self-worth; it is the responsibility of all staff to actively support pupils who are being bullied and to act in a supportive and confidential manner if a child approaches them with an allegation of bullying.

There are four key elements to this definition:
- hurtful
- repetition
- power imbalance (difficult for victims to defend themselves)
- intentional

Bullying will be treated as a Safeguarding and/or Child Protection Concern when there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm. The School will then follow the Safeguarding Policy.

Difference between Conflict and Bullying

Bullying is not when children have the odd argument, fall out or engage in a one-off disagreement. As a specialist provision working with children aged 5-12 with complex special educational needs associated with a range of Social Emotional and Mental Health (SEMH) difficulties we understand that conflict may occur and that seemingly innocuous situations can escalate into conflict.

Conflict is a disagreement or a difference of opinion or interests between equals. The people involved in a conflict may disagree strongly and emotions may run high. When conflict is badly managed, it may result in aggression. In a conflict, both parties have power to influence the situation. Conflict may be an inevitable part of group dynamics, but bullying is not. Both relational conflict and bullying require intervention, however they will often take different forms. For example, while peer mediation might be appropriate for relational conflict it may not be for issues of bullying.

Different Forms of Bullying

Bullying can take many forms but may be one OR a combination of the following types:

- **Physical bullying** - Unprovoked assault on a person or group which can range from a 'prod', pushing, poking, kicking, hitting, biting, pinching etc. to grievous bodily harm.

- **Psychological/emotional** - Reduction of a person's self-esteem or confidence through threatening behaviour, isolating others, tormenting, hiding/taking possessions, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them.

- **Social** – being ostracised or excluded from peer groups.

- **Verbal** - The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, homophobic abuse, sexual innuendo, spreading rumours, name calling, sarcasm, insulting, threats, teasing, belittling etc.

- **Online / cyberbullying** - posting on social media, sharing photos, sending nasty text messages, social exclusion.

- **Homophobic bullying or gender bullying** - Any hostile or offensive action against lesbian, gay, bisexual or transgender individuals or those perceived to be lesbian, gay, bisexual or transgender.

('Bullying: Don't Suffer in Silence', a DFES publication; Anti-Bullying Alliance)

What is Cyberbullying?

Cyberbullying can happen at any time of the day, with a potentially much wider audience. With technological advances information can be quickly and easily spread. This can increase a victim's sense of insecurity and cause significant emotional harm. Victims can be contacted anonymously in places and at times which they once thought safe, particularly through social networking sites and messaging services.

Cyberbullying has similarities to traditional bullying and much of the guidance and advice in relation to bullying applies. However, there are some differences which can be summarised as follows:

- Bullying can happen 24/7 making it difficult to escape.
- The audience for bullying is potentially much larger increasing the impact.
- Cyberbullying incidents can quickly escalate making them difficult to contain.
- Anonymity and being one step removed makes it easier for the bystander to join in.
- Anonymity also increases the impact on those being bullied as they can't be sure who is responsible.
- There is a general lack of awareness that some forms of behaviour are cyberbullying and young people tend to underestimate the impact of their behaviour.
- Unlike traditional forms of bullying, evidence is readily available and should be preserved.

What is Homophobic or Gender Bullying?

This can be understood as a verbal, physical or psychological attack. Behaviour associated specifically with this type of bullying may include:

- Abusive name calling
- Use of sexual innuendo and unwanted propositioning
- Graffiti with sexual content
- Spreading rumours questioning sexual reputation
- Cyberbullying - the use of mobile phones and the internet to deliberately upset someone else

This can affect anyone, regardless of whether or not they are gay, bisexual or transgender. It can affect:

- children or young people who are lesbian, gay, bisexual or transgender.
- children or young people who are thought to be lesbian, gay, bisexual or transgender.

- children or young people who do not fit a perceived gender stereotype or seem different.
- children or young people who have parents, carers, friends or family who are lesbian, gay, bisexual or transgender.
- teachers and other school staff who are, or are thought to be, lesbian, gay, bisexual or transgender.

Signs of Bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues. A member of staff, usually the Class Team, will have a discussion with a pupil who displays a significant number of these signs to determine the underlying issues, whether they are due to bullying or other issues.

Proactive Strategies to Prevent Bullying

By working proactively, we seek to reduce the possibility of bullying occurring. Whilst the action of bullying is completely unacceptable, talking about it is not.

Our RSR mantra (Resilient, Safe and Respectful learners) outlines our expectation that pupils show awareness of emotions, avoid confrontation and conflict, consider the consequences of their actions and accept individuality and diversity. RSR is embedded in all aspects of our school day, through lessons, our credit reward system and with visual reminders around the school.

The PSHRE curriculum covers Health & Wellbeing, British Values and Emotional Literacy, providing pupils with the opportunity to explore diversity and learn how their words and actions can affect others, both in school and the wider community.

Additional preventative measures include seating plans, high staff ratios during unstructured times, opportunities to develop friendships beyond their class, safe spaces to discuss conflict with trained staff including social stories and restorative conversations.

NBC utilises a multi-agency approach to facilitate training for the staff in key areas such as LGBQT, Online Safety, Sensory Needs, Attachment Awareness, Zones of Regulation, the PACE Approach, and Team-Teach, all of which underpin the NBC Behaviour Policy.

Parents/carers are a key part of our work in preventing bullying, and their involvement and support is facilitated by our Class Teams and Learning Support Team to ensure we take a shared approach to supporting the young people at our school. Communication is important and we actively share positives and concerns along with advice, guidance and support when needed. We also encourage parents/carers to share any concerns they have with us promptly.

The NBC Senior Leadership Team (SLT) and Governors are committed to educating and training pupils and staff about the issues around bullying, resulting in a school community that is better able to understand the challenges faced by pupils; better equipped to develop support networks and consequently more successful in effecting positive changes where incidents of bullying occur.

How we Support our Staff and Pupils in Understanding Cyberbullying

Staff receive training in Online Safety, identifying Cyberbullying and understanding their responsibilities in promoting internet safety. Staff are informed and kept up to date with the technologies that pupils are using and made aware of the reporting tools available for different sites and services to ensure pupil safety.

Pupils are educated about Cyberbullying through a variety of means, including: Computing, PSHE, Health & Well-being, Anti-bullying Week, Safer Internet Day and other projects. The delivery of regular Online Safety through Computing lessons provides an important part of a preventative strategy to support their safety online.

Staff are proactive in discussing Cyberbullying with pupils, including how and why it occurs and the consequences of such behaviour. Staff have a duty to ensure pupils understand what is morally right and wrong in real life and to transfer this understanding to online activities.

Pupils will sign an Acceptable Use Policy (AUP) as they begin a new school year before they are allowed to use school computer equipment and the internet in school. This will involve discussions about keeping personal information safe and appropriate use of the internet. This AUP is shared with parents.

Parents are provided with information and advice about Online Safety and Cyberbullying.

Pupils and staff are involved in evaluating and improving policies and procedures. It is desirable that the pupils are involved in a response to Cyberbullying. Pupils are encouraged to voice their opinions via the School Council and Eco Council.

School Systems for Addressing, Reporting and Monitoring Bullying

While incidents of bullying at NBC are rare, staff are aware that pupils may become victims and perpetrators because of their SEMH needs. NBC takes a graduated response to tackling incidents of bullying that seeks to support the victims and change the attitudes of pupils who target others. Interventions may include the use of Restorative Approaches or the involvement of external agencies to provide additional support.

Staff will attempt to help pupils address minor issues or conflict and mend harm through a Restorative Justice approach. Behavioural incidents, including complaints of bullying, are recorded by staff on Incident forms to establish patterns and provide evidence of action. Pupils also have the opportunity of sharing concerns through a 'Worry Box' or using the 'Worry Monster' that can be found in the Pastoral Office.

https://restorativejustice.org.uk/restorative-practice-schools#:~:text=A%20restorative%20school%20is%20one,steps%20to%20put%20it%20right.

All reported incidents of bullying will be taken seriously and dealt with in a timely manner. To do this we will take the following steps:

- Any allegation of bullying will be investigated by the member of staff it was reported to or where appropriate by the LST, Vice Principal, Principal or the DSL.

- Pupils involved in bullying will be interviewed and staff will ensure that they understand these behaviours are unacceptable.

- Depending on circumstances, restorative intervention may take place with those involved.

- Written records of incidents and outcomes will be recorded electronically.

- Parents or carers of all parties will be informed and may be invited to meet and work with the school to prevent any further episodes.

- Relevant staff will be informed in order to safely monitor the situation.

- The support of external agencies may be sought if the situation requires additional expertise or experience.

Procedures when Responding to Cyberbullying Incidents

All incidents will follow the same process above, however some additional steps will be taken;

- All incidents of cyberbullying will be reported to the E-safety Champion.

- All efforts will be made to try to contain any incidents in a timely manner where sensitive content has been circulated online or via messaging services.

- Staff and pupils are advised to preserve evidence and a record of abuse e.g. save phone messages; record/screenshot/print instant messenger conversations or social network pages; print, save and forward whole email messages to staff.
  - NB: If images are involved, it will be determined whether they are thought to be illegal or raise child protection concerns. If so, the DSL will be contacted, who may involve the Local Authority Designated Officer (LADO), the local Police in cases of actual/suspected illegal content, or Child Exploitation and Online Protection command (CEOP).

- Staff may deem it appropriate to confiscate items which have sensitive personal data stored on them. The wider search powers included in the Education Act 2011 give staff stronger powers to tackle Cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. (Education Act 2011, Part 2, Section 2; https://www.legislation.gov.uk/ukpga/2011/21/notes)

- The incident may be reported to other organisations where relevant, including internet or mobile providers, the Local Authority, and in some cases the Police.

To whom can bullying be reported?

Pupils are encouraged to tell someone straight away if they think they or someone else is being bullied. Pupils can inform any member of staff including:

- The Anti-bullying Champion
- Their teacher
- Their teaching assistants
- The Learning Support Team
- The Safeguarding team
- Senior Leaders or DSL
- Their parents/carers
- Or putting a concern in the Worry Box (located in the Pastoral Office)

Parents or carers can approach the class teacher in the first instance if they have concerns about their child being bullied. If their concerns continue, they can speak to the Learning Support Team, Vice-Principal, DSL or Principal.

The Safeguarding Team monitor pupil absences and will seek to obtain the reason for absence. If the absence is an indication of bullying, the Learning Support Team, DSL and Senior Leadership Team are notified.

Incidents of bullying are recorded and stored electronically where staff are able to identify trends that can be used to inform plans for further intervention.

Response to Incidents of Bullying

As part of our graduated response we will look to take the best course of action based on the individuals involved and the specific circumstances to achieve the best possible outcome. As part of this we take the following actions:

- Both the victims and perpetrator will be given the opportunity to discuss their feelings about the situation, away from each other.
- They will be given time to reflect on the incident with an adult, either verbally or using visual aids. This might include time away from the class team to work one to one with an adult.
- We will work with the perpetrator to make them aware of the consequences of their actions and try to change their behaviour.
- A restorative approach between the pupils will be used, with the support of the Pastoral Team, to find an amicable and appropriate way to successfully resolve the situation.
- Disciplinary sanctions will be applied as outlined in the school's Behaviour Policy. Consideration will be given as to whether a restorative approach to resolving the matter might be appropriate.
- Staff may consider whether the matter should be reported to the Safer Schools Community Team (SSCT). https://www.dorset.police.uk/help-advice-crime-prevention/safety-in-your-community/ssct/

Further responses may include:

- A letter of apology to the victim
- Pastoral sessions
- Catch up or reflection time after school
- Behavioural contracts to be signed by both the pupil and their parent/carer following a meeting with the Pastoral Team
- Restorative sessions may be offered and either or both parties may be involved. If a resolution is achieved the process may be terminated. If the restorative process is rejected or does not achieve resolution, the NBC SLT will be formally asked to intervene to seek resolution.
- If resolution is not achieved the Principal at NBC will convene a meeting involving parents/carers and possibly other agencies to pursue the matter further.
- Where Cyberbullying happens out of school time and is reported to the school, we will work with pupils, parents and carers to resolve the issue. This may include education around E-safety at home as well as support from appropriate agencies if the issue persists.
- Safer Schools Community Team (SSCT) Police involvement.
- Where the bullying results in physical assault NBC will support parents/carers who wish to pursue this through formal complaint to the Police, but the onus of responsibility will rest with the parents/carers.
- Fixed term exclusions

Strategies to Support Victims and Perpetrators

Victims will be:

- Encouraged to confide in a named member of staff if the bullying continues.
- Helped to develop positive strategies, self-esteem and assertiveness.
- Monitored in class and on the playground by staff.
- Encouraged to share feelings.
- Supported through Restorative Justice methods if bullying persists.
- Sometimes victims of bullying may need help to develop a friendship group.

Perpetrators will be:

- Made aware of the seriousness of their actions and possible consequences.
- Further educated about the damage their actions could have and how to prevent reoccurrences.
- Heavily supervised in class and on the playground by staff.
- Encouraged to take ownership and responsibility for their actions and the impact on others.
- Where behaviour does not improve staff may facilitate support by implementing a personal behaviour plan or contract.
- Subject to the sanctions in accordance with the school Behaviour Policy.

If bullying persists, parents of victims and bullies will be informed and may be invited to take part in the Restorative Justice process.

Helping pupils to talk about and deal with bullying

Pupils are given the opportunity to discuss strategies to deal with bullying. We actively encourage pupils to tell staff when others are being unkind to them or they see others being unkind to peers. Pupils are also made aware of the steps which will be taken by staff if they report bullying.

Our curriculum is used to:

- Raise awareness about all types of bullying, including gender and Cyber, and the Anti-bullying Policy.
- Increase understanding for victims, and help build an Anti-bullying ethos.
- Teach pupils how to manage their relationships with others.

At NBC, opportunities for pupils to discuss bullying and relationships are found through the following means:

- Direct teaching through PSHE and Health & Well-being
- Cooperative group work

- Restorative practice
- Class sessions led by the teacher
- Use of our 'RSR' mantra
- Anti-Bullying Policy for Children

Care is taken to include all pupils in curriculum work about bullying in an appropriate way for their individual needs.

Helping pupils know what to do when bullying occurs

Pupils are encouraged to talk to staff about any issues they have. Some pupils have key adults they feel more comfortable talking with and staff must be responsive to need and must prioritise ways of allowing pupils to access time with their key adults.

In addition to the measures outlined throughout this policy we have an Anti-bullying Policy for Pupils (Appendix 1) that includes concise messages to support victims and educate potential perpetrators.

Appendix 1: Anti-bullying Policy for Pupils

Why you should not bully

- We want people to be happy in our school
- We want people to like our school
- It's not fair to bully others
- It has a negative impact on everyone's learning
- It's against our school motto and school values
- You wouldn't like it if it happened to you

Useful Websites

www.anti-bullyingalliance.org.uk/

www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/

www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/

How does bullying affect people?

You might:
- Feel lonely
- Feel worried or scared
- Not be able to concentrate
- Feel angry
- Not want to be friends with other people

Say "No" to Bullying

Our school encourages everyone to be kind and respectful to each other at all times.

Everyone at school has the right to be safe and happy, in class, in the playground and when travelling to and from school.

Bullying is not tolerated. We will listen and take action to support those affected by bullying.

The Nigel Bowes Campus

Anti-Bullying Policy for Pupils

BULLY FREE ZONE

Written with help from your School Council

What is Bullying?

Bullying is when someone upsets or hurts someone else several times on purpose.

It can be 1 person or a group doing the bullying and might make you feel that they are more powerful than you.

Bullying can be:

Type	Example
Words	Name calling, gossiping
Physical	Pushing, pinching, hitting, kicking
Psychological	Leaving someone out, whispering
Online	Messages, social media, games

What Bullying is Not;

- ✗ Someone accidently hurting you
- ✗ Someone deliberately hurting you once
- ✗ Someone calling you a name once
- ✗ Someone not agreeing with you
- ✗ Having an argument with someone

What should I do if I see someone being bullied?

- ✓ Speak to an adult
- ✓ Ask the person to stop
- ✓ Ask if the person being bullied is ok

Have courage – don't be a bystander, be an upstander!

Who can I tell?

- ✓ Teacher
- ✓ Teaching Assistant
- ✓ Learning Support Team
- ✓ Trusted Adult
- ✓ Parent/Carer
- ✓ Worry Box in Pastoral Office
- ✓ Worry Monster

What if I think I'm being bullied?

Do:
- ✓ Ask them to stop
- ✓ Ignore them
- ✓ Walk away
- ✓ Tell an adult

Don't:
- ✗ Do what they say
- ✗ Copy their behaviour
- ✗ Hurt them back
- ✗ Hide it
- ✗ Think it's your fault