



New Bewerley Community School Anti-Bullying Policy

INCLUDE	CREATE	PERFORM
<ul style="list-style-type: none"> • Celebrate our differences – religions, cultures, traditions and backgrounds - they make us stronger. • Build friendships, support each other and enjoy our time together. • Be open-minded and listen to others. • We are life-long learners – what could we achieve? 	<ul style="list-style-type: none"> • Take every chance to learn – our curriculum meets the needs of everyone and focuses on: Arts, English, STEM, Health, Wellbeing and Equality. • Be brave with your ideas – challenge yourself. 	<ul style="list-style-type: none"> • Work hard. Are you: resilient, determined, supportive, and reflective? Celebrate your achievements. • Show us what you can do. Be proud of what you have learnt and the progress you have made.

Introduction

At New Bewerley Community School, we are aware that pupils may be subjected to isolated or persistent harmful and abusive behaviours, and recognise that preventing, raising awareness and consistently responding to any cases of such behaviour should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At New Bewerley Community School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

This policy is closely linked with our Behaviour Policy, our Child Protection Policy, our Mental Health Policy, and the school's Vision, Aims & Values.

Principles

It is the responsibility of the governing board and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. As part of our School values (Include, Create, Perform) we value pupils who look out for each other, settle in quickly and make friends easily.

Aims & Vision

We are determined to promote and develop a school ethos where harmful and abusive behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Our school vision is regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, harmful and abusive should be significantly reduced.

Our school vision links to the prevention of bullying as follows:

INCLUDE

Not only do our differences help to make us stronger, celebrating these – together – makes us the happy, supportive and ambitious school that our pupils experience every day.

As such, pupils look out for each other, settle in quickly and make friends easily.

Our enthusiastic and dedicated staff encourage all of our young people to learn and grow by being open-minded and listening to others.

We are proud of the wide range of religions, cultures, traditions and backgrounds that make up our diverse family of learners which, we believe, helps to enrich the lives of all our pupils. ***This belief influences our school and curriculum intent.***

In addition, a wide range of experiences and the promotion of British Values across the curriculum helps to develop the spiritual, moral, social and cultural understanding of our pupils.

Equality of opportunity and positive relationships between adults and children guarantees the school's leaders' intent to create life-long learners who aspire to fulfilling a wide-range of professions.

Definition

At New Bewerley Community School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies, PSHE lessons and Anti-Bullying week.

We agree that:

- Bullying is behaviour that is harmful and abusive.
 - Behaviours are harmful when they have a negative impact on someone's physical safety or mental wellbeing.
 - Behaviours are abusive if they are perpetrated by a person(s) who is able to exert power and control. These are non-consensual experiences that involve acts of threat or coercion.
- The harmful and abusive behaviour is usually; physical hurting, name calling, nasty looks or leaving people out.
- The harmful and abusive behaviour is usually on-going.

Categories

Cyber

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic

This occurs when a person's behaviour is motivated by a prejudice against lesbian, gay or bisexual people. This also extends to Transgender, Intersex & Non-binary pupils as well as all pupils who are questioning their gender or sexuality.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to harmful and abusive behaviour, including:

- Looked After Children

- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Prevention

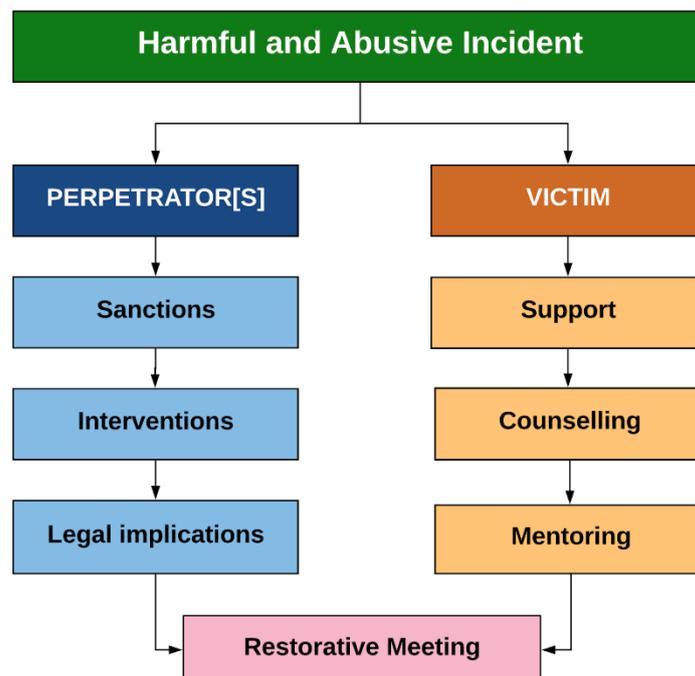
Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons and Anti-Bullying week, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.

Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Responding to a Harmful and Abusive Incident

All cases of alleged bullying should be reported on CPOMS this will ensure that the Head teacher/Deputy Head teacher and lead safeguarding officer are made aware. Each incident should be recorded on Trackit lights as this will ensure the SEMH lead is aware. In any case of harmful and abusive behaviour, either the Class teacher, or the SEMH lead should first establish the facts, and build an accurate picture of events over time, through speaking to the pupils involved and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the SEMH lead should seek to use a restorative approach with all pupils involved. The diagram below illustrates our restorative approach. The child(ren) responsible for the hurtful and harmful and abusive behaviour should fully understand the consequences of their actions on the other pupil(s), and apologise without reservation.



Both parties should be clear that a repeat of these behaviours will not be acceptable. Parents of both parties should be informed. If the situation does not improve, the Head teacher (or senior leader) should meet with the parent(s) of the child(ren) responsible for the harmful and abusive behaviour and agree clear expectations and boundaries which would be shared with the pupils involved.

If the incident was deemed to be a hate incident then this should be recorded on Trackit lights and CPOMS. The hate incident would be reported to the local authority by the SEMH lead and any further advice or

guidance would come from them if needed. The Headteacher reports all incidents of bullying and/or hate to the governors.

A Trauma Informed Approach

At New Bewerley we know that many learners will have barriers to learning, including Social, Emotional, Mental Health (SEMH) needs and may often suffer from insecure attachments or have witnessed or have been subjected to traumatic events.

Trauma occurs when an event is so frightening it causes a prolonged alarm reaction, where the body is primed and pumped with chemicals and enzymes such as adrenaline and does not calm down for a long time. In any person, this creates an altered neurological state. The severity of this depends on a number of factors, including previous experiences of trauma and the availability of support. (Calmer Classrooms, 2007)

Therefore, we understand that if children exhibit harmful and abusive behaviour, this could be a safeguarding concern. Children who have witnessed or have been subjected to traumatic events may misread typical peer-on-peer social situations as a threat to their safety and as a result replay what they saw or heard, when they previously felt scared and unsafe, with their peer. As a result, the perpetrator will also be treated compassionately and fairly.

Working with Parents & Carers

Parents and carers can be the people to alert the school if their child has been affected by harmful and abusive behaviour. If this is the case, a conversation will take place with the parent or carer to listen to their concerns and then the practices detailed above will begin. In some cases, after speaking to all parties involved, it is deemed that bullying has not taken place. In these incidences the outcome is shared with the parents/carers and the school's definition of bullying is shared with them. However, staff will remain vigilant and make sure that all the children involved know that they can speak to a member of staff if they have any concerns or worries.

Remaining Vigilant

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Written by: Joanne Piddington

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