

Anti-Bullying Policy

Newark Academy



Approved by:

Nova Education Trust
Board

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Introduction

At Newark Academy we aim to provide a supportive, caring, and friendly environment which allows all our students to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our students to act safely, and feel safe, in and outside of the Academy – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting children to resolve these ‘relational conflicts’ and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our students, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our Academy. At Newark Academy, we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance and was formulated in consultation with the whole school community with input from:

- Members of staff (through staff meetings)
- Parents/carers (through written consultations, and the parent forum)
- Students (through the school leadership team)
- Governors (through governor meetings)
- Other partners (Tackling emerging threats to children LA team and Police schools’ early intervention officer)

This policy is available:

- Online, on the Academy website
- From the Academy office

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and Responsibilities

All staff at our Academy are aware that children may bully other children, and that this can happen both inside and outside of the Academy, and online. All staff understand the school’s Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head teacher: (Inma Peña) has overall responsibility for Anti-Bullying at our school. The lead SLT for Anti-Bullying is the Deputy Head Teacher, Ms Jeannie Hamilton-Smith. They are responsible for appointing an Anti-Bullying Coordinator and liaising with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

The Anti-Bullying Coordinator: Ms Sarah Harrison is responsible for:

- Policy development and review (ensuring that students, staff, governors, and parents/carers have opportunities to contribute)
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents (along with the Designated Safeguarding Lead)
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate - Monitoring the effectiveness of strategies for preventing bullying behaviour.
- Leading a group of student leaders who are impassioned to tackle bullying and actively promote anti-bullying.

Students, including bystanders/witnesses

We ask that all students report concerns of bullying or bullying behaviour to a member of Academy staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, a member of the administration or site teams. We talk about trusted adults regularly in class and in assemblies (Full Crew) to remind our students of who they can report concerns to.

The member of staff will listen to the child and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report by sending details on the safeguarding email address: safeguarding@newarkacademy.co.uk

This email address will be accessed by members of the Academy safeguarding team and be processed and recorded on CPOMS (Child Protection Online Management System). The email will be acknowledged by the safeguarding team and other relevant members of staff will be alerted. The member of staff will directly alert the Academy's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

Initially, the incident will be logged as 'alleged' bullying before a full investigation by members of the pastoral Crew.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our Academy has a worry box in each pastoral base and in reception where the child can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the students at the start of the year and children are reminded of them regularly.

Our Academy also has a designated 'help' email address – if a child feels unable to tell a member of staff about their concerns verbally, they can send an email with their concerns, and these will be followed-up/responded to by the school's AntiBullying Coordinator, as detailed above: help@newarkacademy.co.uk Posters detailing the help email address are displayed all around the Academy buildings Even if the behaviour/incident which has been reported is deemed 'not bullying' following investigation and is thought to be 'relational conflict', Academy staff will still support the children involved and help them to resolve any concerns.

Parents/carers

We understand that it can be exceedingly difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's Crew Leader (in person/via telephone call/via email/) to explain their concerns. The Crew Leader will take

an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the Crew Leader leader will make a formal record of the bullying report and send to the safeguarding team. This will be recorded on the safeguarding database CPOMS, and other relevant members of staff will be alerted. If the Crew Leader is unavailable, or for some reason it is not appropriate to notify the Crew Leader, any other trusted adult in the Academy should be notified. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

The antibullying Coordinator (ABC) will lead on coordinating responses unless a child is at risk of serious harm, in which case, it will be the DSL

We ask that parents/carers deal directly to the Academy with their concerns rather than discussing them with other members of the Academy community in person or online.

Our Academy remains committed to supporting children and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the children involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates, this includes any sanctions which are allocated to perpetrators of conflict or bullying.

Academy staff

Our staff work closely with our students and therefore may notice a change in a child's behaviour or attitude that might indicate that something is wrong before receiving a report from a student or a member of the Academy community. If staff have any concerns about a child's welfare or are concerned that they are displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told. We ask that staff report their concerns to the Designated Safeguarding Lead/and Anti-Bullying Coordinator. The member of staff receiving the report will take an initial note of the concerns and will pass to a safeguarding officer (DSO) who will then make a formal record of the bullying report on the Academy's recording system (CPOMS) and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk. The concerns will then be fully investigated, and actions determined.

Visitors

We ensure that all visitors to our Academy are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.). We ask that if a visitor to our Academy has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Anti-bullying coordinator a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the Academy Day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (CPOMS) and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

The Designated Safeguarding Lead (DSL) is Mrs A. Dixon. The Deputy DSL is Mrs Dilks.

The nominated Governor with responsibility for Anti-Bullying is Christine Wright.

Safeguarding is the responsibility of all staff; however, all staff, parents/carers and students need to be aware of who to report to and how to report any safeguarding concerns.

What is bullying and how does it differ to relational conflict?

At Newark Academy we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

*“Bullying is 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.”*

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups, (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual or perceived differences between children.

However, we also recognise that incidents may occur between children, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our Academy is aware that occasionally, some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), children who witness these incidents/behaviours are often referred to as ‘bystanders’. Bystanders have a key role to play in reporting bullying or relational conflict, and the Academy recognises that they, themselves may often need support too.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our Academy will address the situation and support the children to resolve any negative feelings. Our Academy will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. We will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all children feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider Academy community).

What does bullying behaviour look like?

At Newark Academy we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivating factors behind the behaviours and will consider the age and stage of development of children involved. Our focus will always be the safety and welfare of all young people involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending offensive text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, establishing fake profiles and accounts online and radicalisation

- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Where does bullying take place?

At Newark Academy we understand that bullying is not confined to the Academy premises. Bullying can take place outside of the Academy, on the journey to and from the site and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to students, parents/carers and families who have experienced any type of bullying whether this has taken place at the Academy, outside of the Academy or online. We are committed to working with outside agencies where appropriate, to prevent and tackle all forms of bullying.

How to report bullying concerns?

At Newark Academy we want children, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider Academy community.

We have clear reporting systems for each group of our Academy community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

How our school will respond to reports of bullying

At Newark Academy all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', we are committed to supporting all children who have been involved and affected.

Our Academy keeps records of all reports of bullying, this information is stored on our safeguarding database (CPOMS). These records are used to identify trends and inform our Academy's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our Academy responses may include, but may not be limited to:

- Talking to all children involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents/carers (of the target and/or the alleged perpetrator)
- Implement appropriate sanctions in accordance with our Academy's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a student, a parent/carer/guardian, a member of staff or visitor, or another member of the Academy community. We will endeavour to ensure that all parties are kept

informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the Nottinghamshire MASH
- Refer to the Nottinghamshire County Council 'Pathways to Provision' document and complete an EHAF if appropriate (Early Help)
- Working with the local authority 'tackling emerging threats to children team'

If a parent/carer is not satisfied with the Academy's actions, we ask that they follow our Academy's complaints policy and procedures. This is available online from our website and on request from the Academy office.

Recording bullying incidents

When a case of bullying is reported it is first logged in CPOMS (reported bullying), including the type of bullying alleged, before a thorough investigation by a member of the pastoral team/safeguarding officer.

The investigation will determine if the incident is a confirmed case of bullying or relational conflict, this decision will be supported by the ABC (anti-bullying coordinator) and/or DSL. In either case, actions to resolve the situation will be put into place and recorded in CPOMS. **If** the incident is part of a repeated pattern of negative treatment with an imbalance of power and intentional, it will be recorded in CPOMS as **confirmed** and followed up as below. CPOMS will be updated (actions) as per schedule below and various actions committed as listed above until the bullying has ceased.

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (August 2014). **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottscc.gov.uk**

It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. Schools are advised that a simple email to ecas@nottscc.gov.uk stating at the end of the academic year that no incidents have been reported to the school, will now suffice.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings. This information will be presented to the governors as part of the annual report.

Strategies for preventing bullying

At Newark Academy, we are committed to the safety and welfare of our students, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community. The strategies we use include, but are not limited to:

- Active school council with representatives from each Cohort Crew and individual Crews

- Anti-Bullying ambassadors
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust R(S)HE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Drop down days / themed days to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for students to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Specific initiatives for identified individuals or groups e.g. circle of friends
- Parent information board and area on the school website
- Parent events
- Regular staff training and development for all staff
- All staff model expected behaviour as detailed in culture and relationships policy.

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other Academy policies are dealt with, as determined by the Head teacher and Governing Body. If a parent/carer is not satisfied with our Academy's actions, we ask that they follow our complaint policy and procedures. This is available online from our school website, and on request from the Main Academy Reception.

Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following Academy policies:

Policy	How it may link
Child-on-child Abuse Policy (Previously named 'Peer-on-peer')	Includes links to bullying – specifically sexualised bullying and exploitation
Behaviour Policy	Includes details about the rewards and sanctions for pupils
Culture and Relationships Policy	Includes details about how we develop GREAT relationships and a positive sense of identity and belonging
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay, bisexual and transgender charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

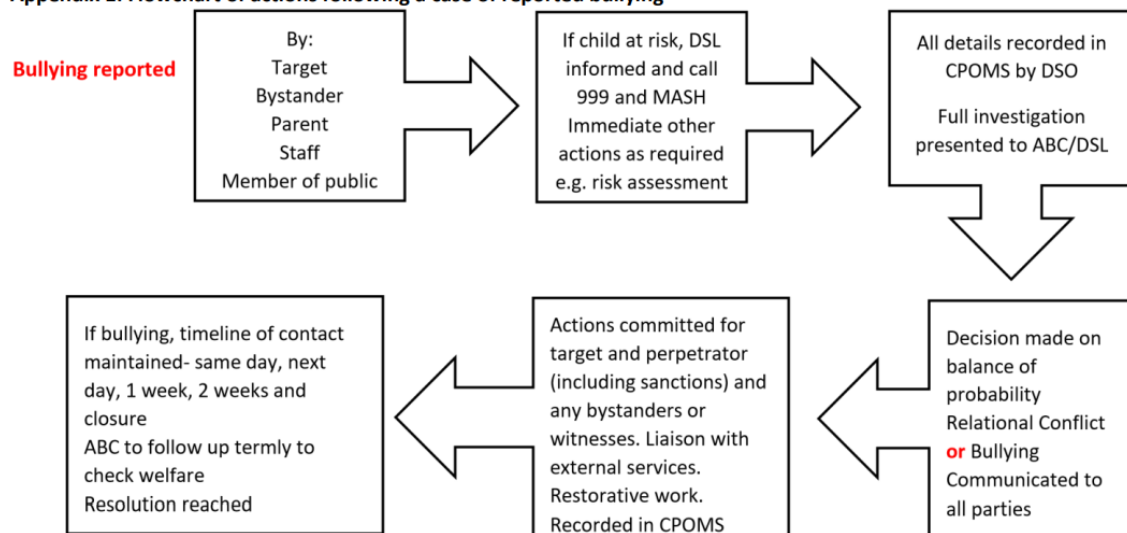
School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – www.theredcard.org.uk

Appendix 1: Flowchart of actions following a case of reported bullying



Newark Academy Anti- Bullying Statement 2024

Introduction and aims

Bullying in any form will not be tolerated in any schools within our Trust.

Purpose

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive students can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up. It is clear that certain jokes, insults, threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or student, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child be best able to benefit from the opportunities available at the school.

The Trust is completely opposed to bullying and will not tolerate it. Bullying is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment. As such, everyone has a responsibility for safeguarding and promoting the well-being of all students and all staff have a duty of care to ensure our students are protected from harm, and this includes bullying.

Principles

We will:

- Adopt a definition of bullying that is agreed across the Trust.
- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Seek to involve all stakeholders in the implementation and monitoring of this policy.
- Promote positive action to prevent bullying through our PSCHE and pastoral programme, related activities and through curriculum opportunities.
- Provide support for all members of the school community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and students to support the implementation of the policy across the School.
- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.
- Pay due regard for those students with SEND who may be at higher risk of peer group isolation and can suffer a disproportionate impact of bullying. Students with SEND may have difficulties with communication and it is important that staff are aware of changes to behaviour or mood. Injuries may not be consistent with their SEND but could be related to incidents of abuse or bullying.

Definition of bullying

There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

We define bullying as persistent or repeated, deliberate attempt to hurt or humiliate someone.

There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying can occur through several types of anti-social behaviour.

It can be:

Verbal Name-calling, sarcasm, spreading rumours, teasing, harassment

Emotional Being unfriendly, tormenting (e.g. hiding books, threatening gestures or actions). Inappropriate 'looks' or body language designed to intimidate or exclude from groups, games or activities.

Physical Pushing, kicking, shaking, biting, hitting, punching or any use of violence that may cause physical harm. Unwanted physical contact including an 'invasion of personal space', This includes the threat of violence or the encouragement of physical harm towards another.

Prejudiced Racial / sexual / homophobic taunts, graffiti, gestures, comments on identity / culture / beliefs. Unwanted physical contact or threats / harassment

Sexual Unwanted physical contact, sexual harassment or sexual comments, remarks, jokes. Causing someone to engage in sexual activity without consent including forcing someone to strip or touch themselves sexually. Rating appearance and derogatory remarks. Upskirting designed to obtain images of buttocks or genitalia which can cause distress, alarm or humiliation. In extreme cases, rape, assault by penetration and sexual assault / violence.

Online All areas of internet use such as email, social media and internet misuse. Mobile threats by text messaging and calls, sharing of consensual or nonconsensual nude or semi-nude images (sexting or youth produced sexual imagery) Misuse of associated technology; i.e. camera and video facilities

Hazing or initiation rituals which may involve harassment, abuse or humiliation, this can be online or in person.

Cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSCHE) education, and other subjects where appropriate.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.

The school also sends information on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, all schools will follow the processes set out in their anti-bullying strategy and the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will report the incident and provide the relevant material to the police as soon as is reasonably practicable, if they have reasonable grounds to suspect that possessing that material is illegal. They will also work with external services if it is deemed necessary to do so.

Roles and Responsibilities

It is the responsibility of every member of the school community to work together to combat and, hopefully in time, to eradicate bullying. The Head Teacher is ultimately responsible for the well-being of all students and staff.

All staff, students and parents should be made aware of the individual schools anti-bullying strategy and policy alongside awareness being raised of the issues associated with bullying.

Staff

All staff will:

- Treat each other respectfully
- Foster in our students' self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our students.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to appropriate class teacher or House Office (SSA, tutor or Senior Tutor).

Students

We expect our students to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the student who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances. Witnessing bullying without acting or reporting it will be regarded as offering tacit support for the bully and effectively joining in with the bullying. Anyone who becomes the target of bullies should:
 - Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.
 - Not use bullying tactics themselves as retaliation.

Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Taking appropriate responsibility for the use and misuse of technology, including social media
- Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken; whilst helping to foster confidence, assertiveness and negotiation skills to deal with unkind behaviour
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, trying to ascertain the truth. • Speaking respectfully when talking to all members of college staff

All schools will have their own Anti-Bullying Charter / Strategy, these include but are not limited to:

- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

Creating a positive learning environment

- The Trust School Behaviour Policy explains how positive behaviour in school is used to create an environment where students take responsibility for their own and each other's well-being.

- Curriculum opportunities in class are used to raise awareness about bullying and our anti-bullying policy, create an anti-bullying ethos and encourage students to manage their relationships positively with others.
- We use the SMSC and British Values programme to develop social and emotional skills such as empathy and the management of feelings, thereby providing continuity from primary to secondary education.
- Assemblies and tutorial time are also used to promote awareness of the negative consequences of bullying.
- The Trust also believe in raising awareness through the Anti-Bullying week events, which provides a direct link to school experiences.
- Whenever possible, Trust schools will endeavour to work with feeder schools, parent/carers and students to create the best possible learning environment for every pupil.
- We aim to provide understanding and tolerance of all our differences and encourage our students to disown bullying in any form. Transitional visits by staff and peer mentors into primary schools ensure continuity and coherence in our approach to behaviour, particularly bullying.

Bullying Log

All incidents of bullying will be recorded on the Bullying Log to allow tracking, monitoring and evaluation. This will in all instances include:

- Incident details
- Action taken including sanctions applied
- Resolution
- Staff involved

This information will be used by the Senior Leadership Team and Pastoral Teams for:

- Sharing of good practice
- Ensuring parity in dealing with incidents
- Identifying where bullying is a factor in non-attendance at school
- Exclusion data relating to bullying

Sanctions

Will be issued in line with the behaviour policy

Complaints

If a parent or member of staff is not satisfied with the steps taken as a result of a bullying, the complaints procedure is the same as for other complaints.

School Specific Procedures

- As part of our anti-bullying strategy, Newark Academy regularly makes use of the resources and guidance available on line in the Anti-Bullying Alliance website (ABA). This is a coalition of organisations and individuals who work together to stop bullying and create safer environments in which children and young people can live, grow and learn.