Anti-Bullying Strategy and Statement
Newark Academy

Approved by: TILT	Date: Sept 2023
Expires	31 August 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:

- ο How pupils, parents and staff can report incidents of bullying
- ο How the school investigates allegations of bullying
- ο Whole-school proactive strategies to prevent bullying
- ο 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.

<u>Bullying Log</u>

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

<u>Complaints</u>

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.

Newark Academy – Anti-Bullying Statement and Policy
September 2023

Rationale and Principles

This guidance and associated policy for Anti-Bullying has been written to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2023) Keeping children safe in education - GOV.UK (www.gov.uk)

KCSiE 2023 states that: All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of a staff induction. This includes '*measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying'*.

Regardless of how a school/academy chooses to define or respond to bullying, policies and procedures should be clearly communicated and understood by students, parents/carers, and staff. If incidents do occur, they should be dealt with quickly and effectively.

Incidents of bullying may be considered as 'Child-on-child Abuse'. Please refer to NCC's Child-on-child Abuse Guidance and Policy Template for further details.

Definition of bullying and 'relational conflict':

Newark Academy is a member of the Anti-Bullying Alliance and participates in the United Against Bullying Programme. We therefore adopt the definition of bullying provided by the Anti-Bullying Alliance:

"Bullying is the <u>repetitive</u>, <u>intentional hurting</u> of one person or group by another person or group, where the relationship involves an <u>imbalance of power</u>. It can happen face to face or online."

Newark Academy uses the term 'relational conflict' when discussing friendship fallouts or incidents occurring between students and young people that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, young people show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we are aware that some do – we must bear in mind 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.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', we will always address the situation and support young people to resolve any negative feelings. We always monitor children following a 'relational conflict' to ensure that the situation has been resolved and does not escalate to bullying. We challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that <u>all</u> students feel supported.

Contextual Safeguarding and interventions:

Bullying can happen to **any** child, and it can have a significant impact on their social, mental, and emotional health. Academy staff should support all children who have experienced/are experiencing bullying – the nature and level of support will depend on the individual circumstances and the level of need.

All staff should consider the context within which incidents and/or bullying behaviours occur. Academy staff consider the motivations behind the bullying behaviour and whether it reveals any concerns for the safety and welfare of the perpetrator. The child who has displayed bullying-type behaviours should also be supported.

Witnessing or being a bystander to bullying incidents may also affect a child's wellbeing, school/academy staff should proactively support those children too, in processing their experiences.

Policy requirements:

Section 89 of the Education and Inspections Act 2006 states that *maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.* Some schools choose to include this information in a separate Anti-Bullying policy, whereas others choose to include the information in their behaviour policy. Newark

Academy supports the view held by the Anti-Bullying Alliance, that a **separate** Anti-Bullying policy provides greater clarity about the Academy's Anti-Bullying strategy. The Policy adopted by Newark Academy is detailed within this document.

Newark Academy's Anti-Bullying Policy links to the following policies:

- Safeguarding and Child Protection Policy
- Behaviour policy
- Culture and Relationships Policy
- Child-on-child Abuse policy
- Online Safety Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) Policy **Preventing bullying:**

Newark Academy promotes, respect for everyone through our 'work hard be kind' motto and our GREAT values. We teach kind, respectful, fair conduct around others, where acceptance is the norm, and where equality is valued, and diversity is celebrated. Our response to any bullying does not start at the point at which a child has been bullied, but with a variety of strategies in place to promote friendly, respectful conduct and prevention of bullying-type behaviours.
*'Schools which excel at tackling bullying have created an ethos of good behaviour where children treat one another and the school staff with respect because they know that is the right way to behave' (*Preventing and tackling bullying (publishing.service.gov.uk)).

Newark Academy's approach to tackling bullying involves these key elements. We always:

- Involve parents/carers – ensuring that they are aware that the school does not tolerate bullying and that they know what procedures to follow if they believe their child is being bullied or is bullying. Parents/carers should feel confident that the Academy will take any complaint about bullying seriously and resolve the issue in a way that protects the child (**Please note, even if an incident is not deemed as 'bullying' following an investigation, the pupil(s) and parents/carers may need further support. Please see information about 'relational conflict'**)
- Involve children – ensure they know how to report bullying and how they can play a part in preventing bullying (including their role as a bystander). We make it easy for children to report bullying – they are assured that they will be listened to, and all reports will be acted on. Children should also feel that they can report bullying which may have occurred outside school including cyber-bullying (**Please note, the Education and Inspections Act 2006 states that "Head teachers have the legal power to make sure pupils behave outside of school premises". Head teachers have the power to discipline their students for any bullying incidents outside of school 'to such an extent that is reasonable'. This includes bullying that happens anywhere off the school premises, on the way to or from school, and/or online.**).
- Regularly evaluate and update our Anti-Bullying approaches – e.g., take account of technology developments and be mindful of the global rise in cyber-bullying. (**Newark Academy takes part in the Anti-Bullying Alliance's whole school programme – United Against Bullying – this programme supports schools to audit their Anti-Bullying practice and procedures**). We also consult with all main school stakeholders: students, parents/carers, staff, governors, and the wider community.
- Follow the Academy's behaviour policy and implement 'disciplinary sanctions' for incidents of bullying
- Openly discuss differences between people which could 'motivate bullying' e.g., religion, ethnicity, disability, gender, sexuality, or appearance-related differences through our comprehensive personal development programme. Also discuss different family situations such as looked after children and children with caring responsibilities.
- Provide effective staff training, including from the local authority (Nottinghamshire County Council) and the from the Anti-Bullying Alliance

- Work with the wider community (such as the police, the Local Authority, and Children's Services) to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.

- Create an inclusive environment – Newark Academy creates a safe environment where children can openly discuss the cause of their bullying, without fear of further bullying or discrimination. • Celebrate successes – this is an important way of creating a positive Academy ethos

Useful documents and websites

- Keeping Children Safe in Education (KCSiE) 2023: Keeping children safe in education - GOV.UK (www.gov.uk)
- Working Together to Safeguard Children: Working together to safeguard children - GOV.UK (www.gov.uk)
- Preventing and Tackling Bullying: Preventing bullying - GOV.UK (www.gov.uk)
- Equality Act 2010 guidance: Equality Act 2010: guidance - GOV.UK (www.gov.uk)
- Education and Inspections Act 2006: Education and Inspections Act 2006 (legislation.gov.uk)
- Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)
- Nottinghamshire Safeguarding Partnership (NSCP) Policy, Practice and Guidance Nottinghamshire Safeguarding Children Partnership
- Nottinghamshire Schools' Portal – Tackling Emerging Threats to Children (TETC) pages Information and Resources for Schools | NCC Schools Portal (nottinghamshire.gov.uk)
- Anti-Bullying Alliance website for information about bullying, Anti-Bullying week, whole school approaches etc.: Anti-Bullying Alliance

<div align="center">

Newark Academy: Anti-Bullying Policy September 2023

</div>

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 (1st September 2023) 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 council)
- 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 here: https://www.newarkacademy.co.uk/page.php?p=policies • In the Academy prospectus

- From the Academy office
- Child friendly versions are on display and in welcome packs for new students

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 Pena) 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. A Daw 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.

The Designated Safeguarding Lead (DSL) is Mrs A. Dixon. The Deputy DSL is Mr M Elland. 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.

The nominated Governor with responsibility for Anti-Bullying and Behaviour is Mrs E Rossall (Chair of Governors)

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 <u>repetitive</u>, <u>intentional hurting</u> of one person or group by another person or group, where the relationship involves an <u>imbalance of power</u>. 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.

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 <u>any</u> 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.

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 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.

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.

Following up bullying incidents

When a report is made:

1. **On the day** – contact to the named student and their parents/carers – whatever their role
2. **The day after** - contact to the named student and their parents/carers – whatever their role
3. **A week after** - contact to the named student and their parents/carers – whatever their role
4. **Two weeks after** - contact to the named student and their parents/carers – whatever their role

This is to ensure that, where possible, there is no further repeat of the bullying. However, if during this time frame/between calls – there are any incidents and concerns – parents/carers should notify their child's Head of Crew/Associate Head of Crew who will, in turn inform the ABC and DSL

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

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.
Date approved by the Governing Body: September 2023
Date to be reviewed: July 2024

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

Bullying reported

By:
Target
Bystander
Parent
Staff
Member of public

→

If child at risk, DSL informed and call 999 and MASH Immediate other actions as required e.g. risk assessment

→

All details recorded in CPOMS by DSO

Full investigation presented to ABC/DSL

↓

Decision made on balance of probability Relational Conflict **or** Bullying Communicated to all parties

←

Actions committed for target and perpetrator (including sanctions) and any bystanders or witnesses. Liaison with external services. Restorative work. Recorded in CPOMS

←

If bullying, timeline of contact maintained- same day, next day, 1 week, 2 weeks and closure
ABC to follow up termly to check welfare
Resolution reached