



newcollaborative
Learning Trust

Anti-Bullying including Anti-Social Behaviour Policy

Version 4

This policy applies to all NCLT secondary schools.



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Throughout this document, reference to 'academy' has the same meaning as school.

1.0 Introduction

Our secondary schools provide a safe and calm environment that are free from disruption, where education is the primary focus. Our Core Values are: RESPECTFUL, RESPONSIBLE, RESILIENT

Our schools are **committed to safeguarding the welfare of all students and staff**. We foster a caring, friendly, and safe environment that promotes cooperation, tolerance, and harmony, allowing students to learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. As listening schools, we encourage anyone aware of bullying to safely report it to a staff member — we call this “pass it on.” Our core values of being **Respectful, Responsible, and Resilient** guide us both within and beyond the curriculum. We are dedicated to supporting victims of bullying or anti-social behaviour and will provide appropriate support as needed.

2.0 Objectives

- To ensure all staff, the Advisory Board, students and parents/carers understand bullying and incidents of anti-social behaviours and their consequences.
- To emphasise through aspects of our curriculum and wider Academy that bullying and incidents of anti-social behaviour will not be tolerated. We have a zero-tolerance policy.
- To ensure that there are clear procedures and systems for reporting and recording incidents of bullying, which are understood and followed by all staff and that when any incidences might occur, they are dealt with swiftly.
- To ensure students and staff learn to keep themselves and others safe.
- To ensure respect for the differences and diversity between groups of people.
- To support students who are both the victims and perpetrators of bullying, including incidents of anti-social behaviours, and where appropriate, offer targeted support within the Academy and/or via external agencies.
- To create an environment to which all members of its community can come without fear of violence, aggression or intimidation.

3.0 Implementation - Roles and Responsibilities

3.1 The Advisory Board

- The Advisory Board will maintain an overview of the implementation of the policy.
- The Advisory Board, in collaboration with the Head Teacher, are responsible for ensuring the policy and its related procedures are implemented.

3.2 Head Teacher(s)

- The Head Teacher, with the Advisory Board, will have responsibility for ensuring that the policy and its related procedures and strategies are implemented.
- The Head Teacher is responsible for ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil their responsibilities.

3.3 Designated Safeguarding Lead(DSL)

- The DSL will undertake the lead role as co-ordinator of responses to Bullying, including incidences of anti-social behaviour.
- The DSL will report to the Head Teacher and the Advisory Board, including reporting incidents of Hate Crime.
- The DSL will report to external agencies when necessary.
- The DSL/Associated Staff will receive appropriate training and disseminate to other staff.
- The On-Line Safety Lead and Pastoral Leaders will signpost and give advice to staff, students, parents and carers with regard to on-line safety.
- The DSL will work closely with agencies, Early Help partners, and the wider community, such as the Police and Children's Services to respond to and to help tackle incidences of bullying and anti-social behaviour outside of the Academy, including cyber bullying.

3.4 Staff will:-

- Report Incidents of anti-social behaviour, including bullying and Hate Crime to the Local Authority using the Hate Crime Incident Report Form. Repeat offenders of hate crime incidents will be reported to Police.
- Be aware of the needs and issues of students arising from bullying and incidents of anti-social behaviour.
- Register and monitor attendance to the Academy and to each lesson. Absentees will be reported to the Attendance Officers and the Pastoral Leaders. Contact with parents/carers will be made to confirm reasons for absence.
- Be aware of the reporting protocols following incidents of bullying and anti-social behaviour.
- Oversee sanctions and appropriate disciplinary procedures for those identified as perpetrators of bullying or involved in anti-social behaviours will be employed.
- Be vigilant to identify actual or potential cases of anti-social behaviours, including incidents of bullying.
- Closely monitor those students with Special Educational Needs and Disabilities, Looked after Children and other vulnerable cohorts or individuals.
- As appropriate, be alerted to emerging concerns, nationally, internationally and locally and to equip them with ways of responding to them including developments in global social media.
- Use 'CPOMS' (Child Protection Online Monitoring System) system to securely monitor, record and alert colleagues to incidences of bullying and anti-social behaviour, and to report child protection and safeguarding incidents.
- Supervise their Academy / school site, especially near toilets, at lunch queues and more remote areas, including the school gates and student entrance at the beginning and end of the day.
- Provide increased supervision levels and safe areas for students who feel threatened at break and lunchtimes times, e.g. within the Inclusion Area or other appropriate supervised spaces
- Mentor and support (including peer support) for those students experiencing interpersonal and peer relationship difficulties, including opportunities for restorative and mediation meetings.

- Provide signposting to other agencies if required.

3.5 Students

- Students are taught that any kind of aggressive or threatening behaviour, be that verbal, physical or emotional, is unacceptable.
- Victims are asked not to retaliate, but to inform a member of staff immediately. To “pass it on”. We ensure each academy / school is a ‘Listening School’.
- Students can speak to any member of staff especially their form tutors and pastoral leaders or make contact via the Academy website to inform staff of issues either on their own behalf or on behalf of others. Concerns will then be dealt with appropriately. Students are encouraged to talk to any trusted adult if they have a bullying concern.
- Students will be assured that they are listened to and incidents will be acted upon and that they can also report bullying which may have occurred outside of the Academy, including cyber-bullying. Incidents external to the Academy will be viewed with equal importance and where necessary, multi-agency support and assistance will be sought.
- Student Voice activities will give opportunities for students to comment and share concerns/discuss potential areas for development.
- Students are given the opportunity to increase their awareness and discussion of both the effects and consequences of bullying and anti-social behaviour issues, as well as motivations for bullying, such as; differences between individuals, religion, race, sexuality and disability and raising issues of bullying outside of the Academy, including cyber bullying, through some or all of the following curriculum areas: English, Drama, RE, PSHE, History and SMSC.
- Students are given the opportunity to appreciate and celebrate diversity and individuality through special assemblies and visiting speakers, presentations and forums, tutor time.
- Our Academies’ / school core values, effective planning, teaching and revisiting routines encourage learning positive, mutually respectful behaviours.
- The DSL and the Personal development lead respond to emerging issues by inviting specialist presentations, forums and discussions with most affected and appropriate groups of students. The DSL will work closely with the wider community, such as the Police and Children’s Services for particularly serious or potentially criminal incidences.

4.0 Reporting Incidences of Bullying: Parents/Carers

- Bullying incidents can be reported by students to any member of staff within the Academy / school. Pastoral Leaders provide the key triage point when referring incidents to the Core Safeguarding Team. Incidents can also be reported online via the Academy / school website directly to the Core safeguarding team.
- Parents/carers can report incidences of bullying and/or anti-social behaviours, pertaining to their child or other children within the Academy / school.
- Parents/carers will be kept closely informed of the processes followed and of any outcomes.
- Parents/carers will be given every opportunity to discuss their concerns as soon as is practicable and importance is placed on working together to solve problems and create realistic solutions that are acceptable to all concerned.

- Parents/carers will be informed of incidences involving their children and we endeavour to work collaboratively to try to minimise the likelihood of further incidents, regardless of whether one is the victim or the perpetrator.
- Parents/carers who feel dissatisfaction with how concerns have been dealt with should follow the Academy / school Complaints Procedure and will be dealt with as quickly and efficiently as possible. The length of the period will vary with the gravity and complexity of the complaint and the urgency with which it needs to be settled. However, the intention is that all complaints should be settled within a period which is reasonable in the circumstances. Parents/carers will be kept informed of the developments within the process throughout.

5.0 Policy Review and Evaluation

The policy will be regularly monitored, reviewed and evaluated for its effectiveness and to inform changes to and/or development of practice. The policy will be evaluated and monitored as follows:

- Measuring the number of incidents reported.
- Considering student perceptions of bullying through work with student voice.
- Monitoring feedback from parents/carers.
- Monitoring exclusions due to incidents of bullying and anti-social behaviours and the subsequent behaviors of individuals.

6.0 Communicating and Promoting the Policy

- Accessible on each Academy / school Website.
- Hard copies will be available to all Advisory Board members, Designated Safeguarding Advisor.
- Copies are available to staff, public and parents and carers via the website or on request.

7.0 Training and Development

- Designated Teachers and Advisory Board members and relevant members of staff will, where possible, attend appropriate training to enable them to better understand their roles and responsibilities and to keep abreast of new developments.
- Development of Student Voice activities and through personal development curriculum
- Regular evaluation and updating of policies and procedures.

8.0 Legal Frameworks, Legislation and Statutory Guidance

Our policy and procedures are derived from guidance and information, statutory law and legislation for schools:

- DfE Behaviour and Discipline in Schools Guidance
- Mental Health and Behaviour in Schools: Advice for School Staff.

- Keeping Children Safe in Education (KCSIE). To be revised in at the start of each academic year
- Working Together to Safeguard Children – 2023
- The Equality Act 2010
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 Education (Independent School Standards) (England) Regulations 2014
- Behaviour in schools: advice for headteachers and school staff (DfE)

9.0 Related Academy Policies (available on each school's website)

- Behaviour for Learning Policy
- Complaints Policy
- Sex and Relationships Education Policy
- Safeguarding and Child Protection Policy
- Student Attendance and Punctuality Policy
- Student Equality and Diversity Policy Student IT Acceptable Usage Policy

10.0 Introduction: What is Bullying

Bullying is aggressive or insulting behaviour by an individual or group, repeated over a period of time that intentionally hurts or harms another individual or group either physically or emotionally. Those who bully aim to hurt by means of force, intimidation or ridicule in order to control others or perhaps to provoke a reaction that escalates the situation.

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.” Department for Education - Preventing and tackling bullying Advice for headteachers, staff and governing bodies - July 2017

11.0 Signs and Symptoms of Bullying

The student may:

- Be frightened of walking to or from the Academy.
- Be unwilling to attend school.
- Begin to perform poorly.
- Become withdrawn/isolated.
- Have books, clothing or possessions that are damaged.
- Become distressed/stop eating.
- Cry easily/have nightmares.
- Become disruptive/aggressive.
- Have possessions which go missing.
- Begin stealing (to pay the bully).

12.0 The effects of Bullying

The most common effects of bullying are:

- Anxiety and depression, which can lead to intermittent and long-term absence from school (poor attendance).
- Resulting in under-achievement.
- Poor self-esteem which prevents students from forming positive relationships and can lead to feelings of worthlessness and betrayal.
- Fear of trusting others.
- Withdrawal which may lead to reduced participation in school and other activities e.g. isolation or self-harm.
- Loss of identity.
- Guilt that the victim 'allowed' it to happen.
- Social, emotional and/or mental health issues.

13.0 Types of Bullying

13.1 General Types

- **Verbal** – Name calling, insults, starting or passing rumours, threats to students (either to their face or behind their back).
- **Non-Verbal** – Looks, gestures, leaving out of groups, persistent splitting up of friendship groups by one or more people.
- **Physical** – Hitting, slapping, kicking, punching, intimidation, taking/damaging others' belongings, assault.
- **Written** – Notes, cruel images, social media posts, text messages.

13.2 Cyber Bullying – Student IT Acceptable Usage Policy

Staff will follow safeguarding procedures in addressing cyber bullying. The rapid development of and widespread access to technology has provided a new medium for 'virtual' bullying. Cyber bullying can happen at all times of the day, inside or outside of the Academy and with potentially bigger audience e.g. via: email, MSN, chat rooms, gaming sites, social networking sites, such as Snap Chat, text messages, blogs, websites. Students are required to delete images, posts and messages in the presence of staff when deemed inappropriate.

13.3 Incitement

This can involve one student against another or involve several students: Manipulating friendship groups, starting malicious rumours, indirectly spreading nasty stories, exclusion from social groups, posting information via social media.

13.4 Racist Bullying

Racist bullying occurs when someone is belittled, mocked, intimidated, shamed or segregated because of their colour, beliefs, ethnicity, religious or cultural practices, physical appearance or the way they talk or dress. It can range from casual but hateful

remarks, to deliberate physical and verbal attacks, refusal to co-operate with others, racist graffiti. The Academy works in partnership with the designated Hate Crime Officer for SY Police.

13.5 Homophobic Bullying

Bullying is motivated by prejudice against those who are lesbian, gay, bisexual or transgender or who are seen as being different. It includes: name calling, spreading rumours, making crude remarks to friends and family of a victim, cyber bullying, physical, sexual or emotional abuse.

13.6 Transphobic Bullying

This form of bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. Transgender individuals live in the gender role in which they feel more comfortable and which relates to their own sense of gender identity, rather than to their biological body. Transgender bullying stems from a hatred or fear of people who are transgender. It includes: threatening behaviours, seeking to limit an individual's personal choices, opportunities or friendships, ridicule, coercion.

13.7 Ableism

Bullying that centres on discrimination against people with disabilities, based on the belief that typical abilities are superior. This form of bullying involves prejudice and discrimination that unfairly favours non-disabled people by prioritizing their needs and assuming their way of life is the "normal" or more valuable one. Ableism can manifest as individual attitudes, but also as systemic barriers, such as buildings without ramps or inaccessible technology.

13.8 Hate Crimes

The Academy / school will work directly with the South Yorkshire Police Youth Hate Crime Officer when a student is identified as being a perpetrator of multiple hate crime offences. The DSL will coordinate this support and liaise with parents/carers and other multi-agency partners if the need arises.

13.9 Sexist Bullying

Based on sexist attitudes or gender stereotypes that, when expressed, demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based on the assumption that women are subordinate to men or are inferior.

13.10 Sexual Bullying

Sexual bullying has a sexual dimension or sexual dynamic. It may be physical, verbal or psychological. It includes: abusive, sexualised name calling and insults, spreading rumours of a sexual nature, either on line or in person. Giving unwelcome looks and comments about appearance, either face to face or behind their backs. Inappropriate or uninvited touching, use of emotional blackmail, persistent and unwelcome sexual innuendo, pressurising someone to do sexting*. In its most extreme form – sexual assault or rape.

* *Sending and posting images to others without consent is a form of sexual bullying*

too. It is illegal for young people to receive or distribute indecent images under the age of 18. This is constantly reinforced with students at every opportunity.

14.0 Sexual Abuse in School

14.1 The Academy strives to have an open culture, which encourages young people to talk freely and raise concerns. Abuse of a sexual nature in school may trigger the support of the police if necessary. The DSL and Headteacher manage all reported incidents of sexual abuse in school.

15.0 Child on child Abuse – Including Sexual Violence and Sexual Harassment Between Children

15.1 The conduct of students towards each other will, in most instances, be covered by the Behaviour for Learning Policy, however, some behaviours by a student towards another may be of such a nature that safeguarding concerns are raised. Child on child abuse rarely takes place in isolation and can often indicate wider safeguarding concerns that are linked to other things that are happening in a child's life and/or the spaces in which they spend their time. This is known as contextual safeguarding, which simply means that assessments of children should consider whether wider environmental factors are present in a child's life that may be a threat to their safety and/or welfare. All staff, but especially the DSL (or Deputy DSL) should be considering the context within which such incidents and/or behaviours occur. Research has also shown that many children who present with harmful behaviour towards others, in the context of child-on-child abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers. Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.

15.2 Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child on child abuse can take various forms, including (but not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

15.3 References to sexual violence are references to sexual offences under the Sexual Offences Act 2003, specifically rape, "unwanted conduct of a sexual nature" that can occur online and offline. In the context of child-on-child sexual harassment, it is likely to: violate a child's dignity; and/or make them feel intimidated, degraded or humiliated; and/or create a hostile, offensive or sexualised environment.

15.4 Harmful sexual behaviour is an umbrella term that includes sexual violence and sexual harassment. The Academy recognises that problematic, abusive and violent sexual behaviours are inappropriate and may cause developmental damage. Harmful sexual behaviour can occur online and offline (both physical and verbal) and the

Academy recognises the gendered nature such behaviour can take. Harmful sexual behaviour, like all child-on-child abuse, is never acceptable and will be taken seriously.

15.5 The Academy takes allegations of child-on-child abuse very seriously; abuse in all situations is unacceptable and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Behaviour such as initiation violence or any form of sexual violence or sexual harassment is not acceptable.

15.6 Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physical and verbal) and are never acceptable. All incidents will be taken seriously by the Academy and those affected will be offered appropriate support. Staff should be aware that some groups of individuals are potentially more at risk of child-on-child sexual violence – for example evidence shows that girls, children with SEND and LGBT+ students are at greater risk.

15.7 All staff should be alert to the well-being of students and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child on child abuse. Signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse (see the Safeguarding and Child Protection Policy for further details on the indicators of abuse). Any child can be vulnerable to child-on-child abuse due to the strength of peer influence during adolescence.

15.8 Minimising the Risk of child on child Abuse the Academy actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- Having robust anti-bullying procedures in place (see also the Safeguarding and Protection Children Policy) and students are taught about acceptable behaviour and how to keep themselves safe.
- Encouraging staff and volunteers that all child-on-child abuse issues are reported as safeguarding concerns in accordance with the procedures in this policy to enable the DSL to spot and address any concerning trends and identify students who may need additional support.
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom).
- Creating a culture in which students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to.
- Responding to cases of child-on-child abuse promptly and appropriately.

16.0 How allegations of child-on-child abuse are recorded, investigated and dealt with

- 16.1 It is essential that all concerns/allegations of child-on-child abuse (including sexual violence or sexual harassment between children) are handled sensitively, appropriately and promptly. If a member of staff thinks, for whatever reason, that a child may be at risk of abuse by their peer(s), they should discuss their concerns with the DSL without delay so that a course of action can be agreed.
- 16.2 The DSL will, where necessary, take any immediate steps to ensure the safety of the child/all children affected, in line with the advice for practitioners in: What to do if you're worried that a child is being abused (March 2015). The DSL will use their professional judgement to determine whether it is appropriate for the alleged behaviour to be dealt with internally, or whether any external specialist support is required.
- 16.3 The DSL will agree on a course of action, which may include:
 - Managing the incident internally with help from external specialists where appropriate and possible;
 - Undertaking/contributing to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family;
 - Referring the child/children to children's social care for assessment;
 - Reporting alleged criminal behaviour to the Police. All concerns/allegations of child-on-child abuse will be assessed on a case-by-case basis, and in light of the wider context.
- 16.4 Staff involved with cases of child-on-child abuse should ensure that they keep accurate records of all related conversations, meetings, communications, discussions, decisions and outcomes on CPOMS.

17.0 Sanctions: (See Behaviour for Learning Policy and Safeguarding and Child Protection Policy)

- 17.1 The consequences of bullying will reflect the seriousness of the incident. Any sanctions involved following any incident will be in line with the Academy's Behaviour for Learning Policy. Sanctions include:
 - Removal from the class.
 - Mediation.
 - Withdrawal of break/lunchtime privileges detentions.
 - Internal/external suspension
- 3.6 Staff will respond in accordance with the Safeguarding and Child Protection Policy to any incidences that are potential safeguarding concerns or to any major incidents, including those that are a criminal offence. Any such incidences will be reported as soon as possible to the DSL.
- 17.2 Disciplinary measures are applied fairly, consistently, but also, take account of any special educational needs or disabilities that students may have, and taking in to

account vulnerable students. This may require additional responses such further explanation, clarification checks for understanding by a trusted adult or key worker, or more bespoke sanctions. We place importance on considering the motivations behind bullying behaviour and whether safety concerns for not only the victim but also for the perpetrator. We are aware of the importance of dealing with incidences sensitively; that not only communicates disapproval for the actions of the perpetrator and showing clearly that bullying is wrong whilst maintaining dignity, but who, at the same time, may require support themselves.

18.0 Alternative Provision

18.1 In instances where it is not possible to re-integrate a student back in to school, other arrangements may be made or a managed move in order for them to continue their education. For example, this could include a transfer of school. Any alternative provision is monitored and kept under review and we work closely with parents/carers to agree the best plan to move forward. Member of SLT and the DSL lead on such occasions.

19.0 Working with Partner Agencies

19.1 The Academy / school prides itself on its partnership work with partner agencies for example Early Help, Social Care, Virtual school and when necessary South Yorkshire Police. Communication with external agencies including police is swift. Incidents that occur external to the Academy / school and out of school hours are dealt with in an identical manner to those incidents that occur during the school day. Often police involvement is sought and parents/carers are strongly encouraged to exercise their right to log incidents formally with the police for example when a criminal offence has taken place.

20.0 Responding to Minor Incidents

20.1 All children within the Academy / school have an assigned Form Tutor. These key members of staff are children's first point of access, they are the students 'go to person'. The Pastoral Leader will take over the responsibility of dealing with bullying incidences should the Form Tutor fail to resolve the issue. Members of SLT and the Head Teacher will intervene should there not be a desirable and amicable outcome. The DSL will have constant oversight of all incidences of bullying and will intervene as and where necessary and where there are potential safeguarding concerns.

21.0 Support for Victim/Perpetrators of Bullying

21.1 Victims of bullying behaviours will be offered the opportunity to receive support over and above the universal offer. Perpetrators of bullying will be given the opportunity to receive intervention and education to further understand the triggers and motivators behind their negative behaviour. The use of external support agencies will be considered as and when appropriate. Parents/Carers will be informed.

Appendix A

Useful Websites and Related Policies:

- DfE: Keeping Children Safe in Education September – updated annually
- [DfE: Working Together to Safeguard Children](#)
- www.anti-bullyingalliance.org.uk
- <https://www.familylives.org.uk/>
- www.headstogether.org.uk
- www.childline.org.uk
- Internetmatters.org
- www.saferinternet.org.uk
- www.nidirect.gov.uk/articles/dealing-bullying-and-getting-support
- NSPCC helpline – Report Abuse in Education – 0800 136663 or help@nspcc.org.uk