



Oasis Restore
Anti-Bullying Policy
January 2024

<u>Version</u>	<u>Signed and agreed by</u>	<u>Date</u>	<u>Review by</u>
1.	Responsible Individual, Registered Manager and Directors	22 nd January 2024	January 2025 (or when needed)

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Introduction

Oasis Restore is the first secure school in the UK and forms part of the wider Oasis network. The secure school is an alternative to traditional forms of youth custody for children aged 12-19. Through our cornerstones of Relationships, Community and Discovery, we will offer children a system of aspirational education enabled by individualised therapeutic care, within a restorative school community focused on helping children make sense of their experiences, make amends where they can, develop and take real and practical steps towards a more positive future.

Oasis is driven by the passionate belief that each human being is uniquely valuable and of equal importance. We all have something to bring, and we all need each other. We call the 'O' in Oasis our 'Circle of Inclusion'. Everyone matters. Everyone belongs. And because we're committed to inclusion, we're committed to ending inequality, injustice, and exclusion wherever and however we can.

Our staff not only share in our vision but are also champions of the Oasis ethos and our 9 Habits which articulate our underlying theology and philosophy.

Our ethos is made up of:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships

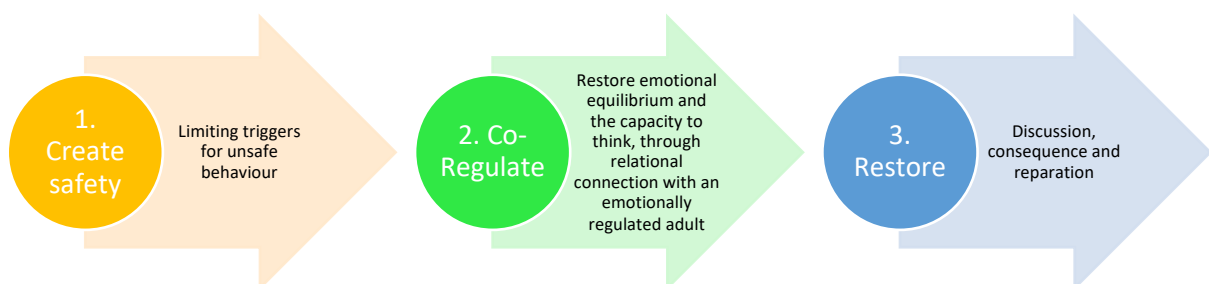
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

The Restore Principles

The principles that inform our approach are summarised here:

- **RELATIONSHIPS**...through building trust
- **EMPOWERMENT**...through providing choices and nurturing responsibility.
- **SAFETY**.... through providing consistency, a secure base, and a supportive and reflective community
- **TRAUMA-RESPONSIVE** practice... through creating psychologically informed culture and systems.
- **OWNERSHIP**... through providing life affirming opportunities within and beyond the school, and within it, a sense of belonging and community.
- **RESTORATION** of hope and dignity...through offering support, challenge, and opportunities to repair damaged relationship.
- **ENQUIRY**...through encouraging openness and reflection

Repeated experiences of pain, difficulty and challenge being made manageable, understandable and resolvable, help children develop the internal capacity to respond to their feelings in a healthy way, through the capacity to symbolise – i.e., to transform ‘doing’ into ‘thinking’; feelings into words or healthy expression. We do this via a three-stage process which is detailed further in our restorative policy:



Policy Summary

This policy gives clear guidance about how Oasis Restore works to eradicate bullying in any form.

We are clear that bullying, or child on child abuse of any kind, is unacceptable. If bullying or harassment does occur, all children should be able to inform any adult at Oasis Restore and know with confidence that incidents will be responded to in line with the Restorative Policy and the Safeguarding Policy without delay. All children have a Core Team of professionals around them and children will as part of their Formulation and safety planning have identified key staff they can talk to when they feel unsafe

or upset. External agencies and children's families will know how to report concerns of bullying. Anyone who discovers that bullying, including all forms of harassment, is happening, is required to tell a member of the staff team and for that staff member to ensure it is recorded and acted upon.

The impact of bullying within a living environment such as Oasis Restore can be incredibly damaging and requires urgent intervention.

Every interaction
matters

To eradicate bullying in the Restore community, we must be clear about what bullying is, focus on building strong and meaningful relationships, and sustain a community in which we demonstrate and encourage respectful and caring behaviour. Restorative practice is embedded in our model, enabling staff, students, and stakeholders to become aware of the impact of their behaviour towards others and make reparation where there has been damage. As well as through our culture, PSHCE and

visibility of consistent staffing, we have intentionally created spaces for children, and adults, to share and talk through their concerns, fears and experiences. This will enable thoughts and feelings, which may otherwise have manifested in bullying behaviours, to be addressed with a preventative and caring response and brings hope for lasting transformation.

A 2019 study by Ditch the Label, investigated the reasons why people bully others:

- **STRESS AND TRAUMA:** those who bully are far more likely than average to have experienced a stressful or traumatic situation in the past 5 years.
- **AGGRESSIVE BEHAVIOURS:** some who bully have cultural norms where they do not understand that this type of behaviour is wrong.
- **LOW SELF-ESTEEM:** those who bully do so to mask how they actually feel about themselves, some people who bully focus attention on someone else.
- **THEY'VE BEEN BULLIED:** those who have experienced bullying are twice as likely to go on and bully others.
- **DIFFICULT HOME LIFE:** feelings of rejection from the very people who should love them unconditionally can lead to bullying behaviours. Those who bully are much more likely to come from violent households with lots of arguments and hostility.
- **LOW ACCESS TO EDUCATION:** Without access to education, hate-based conversation directed at others may be the norm. Those who bully may not understand what hate speech is and why speaking about people in a derogatory way is not appropriate.
- **RELATIONSHIPS:** those who bully are more likely to feel like their friendships and family relationships aren't very secure. In order to keep friendships, they might be pressured by their peers to behave in a certain way.

Children at Oasis Restore are likely to have experienced many of these, and also all experience the loss of their liberty and potentially the stress of awaiting life-changing decisions from court or the reality of their sentence. The levels of stress they experience may manifest in projecting negative feelings into others and verbally or otherwise attacking them as a means of managing intolerable pressure. Bullying may also have its roots in hate or

Behaviour is
communication

prejudice-based attitudes. In some situations, bullying may represent a systemic issue that is being 'acted out' by children in the school community.

We take bullying seriously

Bullying, especially if left unaddressed, can have a devastating effect. It can be a barrier to children's learning and have serious consequences for their mental health. Childhood experiences of bullying can go on to have a lasting effect into adulthood, affecting self-esteem and social confidence.

The Directors, Registered Manager must be made aware of any form of bullying. Students, staff, parents, and anyone associated with Oasis Restore should be assured that we immediately investigate any form of bullying, and that all parties will be supported throughout. Detailed preventative measures

Culture of benign enquiry

will be put in place because of the behaviour being identified, and children's Core Teams will work with the children in question to understand the roots of the behaviour, or its impact, as well as appropriate measures to address it, factoring this into their Formulations and Restore Plans

We understand bullying behaviour as communication that needs to be explored, understood, and addressed. Through our restorative work, we will create space for

curiosity and understanding about why the bullying is happening, and opportunities for learning, healing and reparation.

Bullying should always be considered as a safeguarding issue and responded to in line with the Safeguarding and Restorative Policies.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', a bullying incident should be addressed as a child protection concern under the Children Act 1989. It is important to note that Oasis Restore retains the responsibility to address the bullying, and the involvement of external agencies does not absolve the Oasis Restore of the need to act. Full details can be found in Part 1 of Keeping Children Safe in Education.

Safety through connection

What is bullying?

Bullying is an ongoing and deliberate misuse of power through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm and is often based around hate or prejudice-based attitudes. It can involve an individual or a group and be aimed towards one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour can occur as a single incident or be repeated over time (persistent).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Bullying can look like:

- **Emotional** - being unfriendly, excluding, tormenting.
- **Physical** - pushing, kicking, hitting, punching or any use of violence.
- **Racist** - racial taunts, graffiti, gestures.
- **Sexual** - unwanted physical contact or sexually abusive comments.
- **Homophobic or biphobic** - bullying focused on the issue of sexuality, based on prejudice or negative attitudes, views, or beliefs.
- **Sex-based** - bullying because of their sex (e.g. misogyny)
- **Gender-based** - bullying related to their because they may not be perceived to conform to typical gender norms.
- **Faith** - because of their religion
- **Social class** - because of their background or social class
- **Ability** - because of or focusing on learning and/ or physical disabilities.
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.
- **Cyber** - all areas of internet use, such as e-mail and internet chat room misuse, mobile threats by text messaging, including aggravated sexting & calls, misuse of associated technology.

Cyber bullying

Cyber bullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to upset someone else deliberately and repeatedly. Whilst in Oasis Restore children have limited access to communication technology, we need to remain alert that cyber bullying is increasingly prevalent and be vigilant about how they use the communication systems available throughout, such as MS Teams. Children have access to peers and family via Teams calls and video. Whilst this contact is risk assessed and each child has an agreed contact list, this does not alone eliminate the risk of online abuse/bullying, and staff and children are supported around identification and management of this.

Awareness-raising and promoting an understanding about cyber bullying are essential to enable ongoing discussion and to ensure staff, children and their families are not unknowingly facilitating cyber bullying because of a lack of understanding. This can be achieved through the online safety curriculum – assemblies, focus days, PSHCE and RSE, staff training and family work. Children will be taught how to recognise cyber bullying and how to act.

What bullying is not

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite.
- random acts of aggression or intimidation
- mutual arguments, disagreements, or fights.

These actions can cause great distress. However, they do not fit the definition of bullying and they're not examples of bullying unless someone is deliberately and repeatedly doing them.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to suffer through being bullied; and those bullying are also likely to be suffering. Our mission at Oasis Restore is to help children transform their lives by giving them opportunities to learn to communicate their feelings through peaceful words rather than through harmful actions.

Everybody has the right to be treated with respect, compassion, and consideration. Whilst we all have a responsibility to respond promptly and effectively to issues of bullying, a proactive approach to identify and act upon potential signs of bullying is essential.

The following signs and behaviours indicate that bullying could be a possibility and should be investigated. The same signs may also indicate other problems that should be explored and addressed. This is not a complete list and bullying may also become apparent in other ways.



A child may:

- Be frightened of being in or transitioning between different parts of the home or school
- Change their usual routine
- Appear unwilling to go to school or other activities after previously enjoying them
- Seem withdrawn, anxious, or lacking in confidence
- Start stammering
- Harm themselves, attempt or threaten suicide
- Try to run away or hide
- Cry themselves to sleep at night or have nightmares
- Feel ill in the morning
- Begin to do poorly in schoolwork
- Appear to have clothes torn or their property damaged
- Have items unexpectedly go missing or appear in another child's possession
- Try to barter or start stealing items (e.g. to 'pay' a bully)
- Have items continually 'lost'
- Have unexplained cuts or bruises
- Become aggressive, disruptive or unreasonable
- Start bullying/ harassing other children
- Stop eating
- Be frightened to say what's wrong
- Give improbable excuses for any of the above
- Seem afraid to use the available communication devices
- Appear nervous and jumpy when a message is received

Anti-bullying education

It is the responsibility of all staff at Oasis Restore to intentionally create the opportunity to raise awareness by teaching children about staying safe and about the anti-social nature of bullying through

its curriculum and regular restorative spaces, including those with the Core Team and in Community Meetings. This includes assemblies, PHCSE therapeutic groups, possible theme days and thoroughly underpinned by the Oasis 9 habits and Oasis Restore principles. Each flat's Community Meetings, and 1:1 support from residential, therapeutic and other staff support children to talk and learn about bullying and reflect on their learning. All children have access to group and individual therapeutic interventions to process experiences of bullying.



Staff access training in how to respond to and identify bullying and support children through this as well as managing and supporting children who may be bullying others. Staff are expected and trained to address bullying through ad hoc restorative meetings, called immediately when it is observed, and through regular Community Meetings, as well as through individual-follow-ups with children involved. Staff also have access to clinical supervision and group-based reflective

practice to debrief and process their experiences at Oasis Restore, including their responses to bullying.

Anti-bullying procedures

Parents, Carers and Trusted Adults

If parents, carers and trusted adults in the child's network suspect their child is being bullied, they can contact any member of the child's Core Team, including their allocated Restore Networker or Lead Restore Practitioner or Registered Manager and Directors. They should be prepared to talk about the signs and symptoms and any suspicions they have regarding those carrying out the bullying / harassment.

Whilst this time may be particularly stressful for children's loved ones, they must leave the initial investigation to staff at Oasis Restore. Any attempt to resolve the issue themselves is likely to make the matter worse. Parents should encourage their child to talk to an appropriate member of staff in the first instance.

Oasis Restore will investigate the situation thoroughly and follow this up with a clear and timely response. Unless there are exceptional circumstances preventing it Oasis Restore will then work with the children and families involved to resolve the situation and put in clear preventative measures to support everyone involved.

Children

If a child thinks they are being bullied they must tell an adult, parent, a member of staff, and be supported to explain what form the bullying is taking and how it affects them.

Children who witness bullying or experience an incident which they feel may be bullying or harassment, must tell an adult, parent, or a member of staff or their Core Team. The Community

Meeting, scheduled or ad hoc, is the ideal place to bring this up so it can be discussed openly with peers and staff.

Should a child feel that they are experiencing bullying, they are encouraged to talk to any member of staff they wish. The comments form within the multimedia system in each child's room can also be used to report any concerns they have, should they feel more comfortable to do so in that way.

All children have direct access to the Senior Leadership Team, Registered Manager and Directors in person and via their multimedia screen. They also have access to independent advocates.

Recording Incidents

If bullying is reported, the member of staff it is first reported to is responsible for ensuring that both children are safe initially and then that the details are recorded in our MIS system as presented to them. Any safeguarding considerations are also reported via our MIS system to fulfil the statutory duty of having separate and distinct safeguarding records. Whilst no promise of confidentiality can be given, we will treat the information shared with sensitivity.

Following a reported incident staff will investigate using the following strategies, with the support of other members of staff, including the Designated Safeguarding Lead, as appropriate:

- Reflection – What has happened? How have people been affected? What is the history of the difficulty – where did it start? How has it developed? Who else is involved? What needs to change?
- Resolution – How can we try to ensure this does not happen again?
- Reconciliation – How we put things right between those involved? Who can help?

Allegations of bullying

If an allegation of bullying occurs, Oasis Restore will:

- Take it seriously
- Investigate as quickly as possible to establish the facts and will aim to begin this within 24 hours
- Record and report the incident, ensuring the Directors, Registered Manager, DSL and the Senior Leadership Team, as well as the Core Team, are aware
- Provide support and reassurance to the victim
- Make it clear to the child/ren alleged to be bullying another child/ren that this behaviour is not in line with the Restore Pledge or our expectations of relating at the school and must be explored openly with all involved. If there is a group of people involved, they will be spoken to individually and as a whole group in a scheduled or ad hoc Community Meeting

- It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions which will be part of the restorative process at Oasis Restore that involves discussion, consequence and reparation via the Community Meeting or other ad hoc restorative meeting. This will be recorded in the DCR (Discussion, Consequence and Reparation) Book in the given flat
- Discuss the matter with both parties and sometimes by the wider community of peers and staff, towards generating a meaningful community response for these children in this specific circumstance and context. Sometimes the issue may be resolved more effectively by a smaller discussion and between two parties which can then be reported back to the Community Meeting and more widely as an example of a peaceful resolution
- Ensure that if a consequence is used, it is discussed as a group at an appropriate point, and with senior staff and Core Team members; that it is contingent, timely and proportionate to the seriousness of the incident, and is transparent and clearly explained to the child/ren in question

We are authoritative,
never authoritarian

Children who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with an appropriate member of staff
- Reassuring discussion and follow-up with staff
- Further support with a member of staff they trust, ideally someone on their Core Team
- Therapeutic contact that restores their self-esteem and self-confidence
- Further therapeutic support as needed
- Staff offering continuous support and advice to parents and carers, including informing them about the outcome of the investigation into their concerns
- Including external professionals, community members and agencies such as Children's Services and Youth Justice Service where appropriate.

Children who have bullied another child will be helped by:

- Discussing what happened both in 1:1s and wider restorative and Community Meetings
- Discovering why the child became involved
- Staff working to develop the fullest possible understanding of the incident/s, their history and impact on all involved
- Establishing the wrong-doing and the need for change, including consideration of counter-allegations
- Including parents, carers and trusted adults in systemic interventions and Formulation that seeks to explore, understand and address the bullying and what underlies it
- If necessary, in rare circumstances, involving other agencies, including Police and Children's Services, to support a change in behaviour
- Therapeutic opportunities

- Restorative meetings with those affected by their behaviour, potentially including family members, to resolve issues and prevent recurrence where this is deemed appropriate and does not place undue stress on the victim.

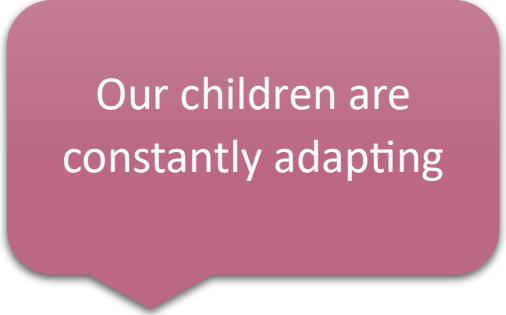
Care must be prioritised for all children involved, not just one. Consequences and reparation may be applied where bullying is identified, in line with the Restorative Policy.

Consequences

For children who have demonstrated bullying behaviour, the Restorative Policy will guide our responses. The Directors, Registered Manager and SLT should ensure that staff and children understand that bullying must be understood and addressed through the system of Community and restorative meetings in the school, and the discussion, consequence and reparation this involves. Using restorative practice in line with the ethos and culture of Oasis Restore, a plan will be implemented to identify the steps that need to be taken to enable a change in behaviour, including tackling the roots of the problem.

Some of the responses commonly used within Oasis Restore are:

- Verbal reminder
- Reiterate Oasis Restore pledge
- Reporative actions or acts of kindness – these may include practical things such as helping repair or replace something they may have broken or other ways of making amends to individuals.
- Restorative meetings
- Participation review – where restoration cannot yet take place safely or requires additional support a child may not be able to engage in a particular class that they may share with the victim/s therefore a participation review will be a part of the restorative process.
- Separation – in extreme circumstances it may be that children are required to be kept apart from one another whilst restorative intervention is ongoing or to allow a cooling off period. In this event the separation process should be followed as outlined in the Safeguarding policy.



Our children are constantly adapting

Criminal Law

Although bullying itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If staff feel that an offence may have been committed, they should seek assistance from the Registered Manager or DSL/DDSL who will provide advice and guidance about next steps and where necessary report to police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

The centre for Child Policing has produced some simple guidance on when the police should be involved with an incident that may first be reported as bullying. Oasis Restore will follow this guidance and will always involve the police at the appropriate time:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Complaints

If a child, parent, carer is dissatisfied with the response made by Oasis Restore following a reported incident of bullying, they may make a complaint in accordance with the Oasis Restore Complaints Policy.

Equal Opportunities

In implementing this policy all members of staff must consider the Oasis Restore Equality and Inclusion Policy. Staff must ensure that no child involved in any incident of bullying is disadvantaged on the grounds of sex, race, disability, gender reassignment or sexual orientation, age, religion, or belief.

Roles and Responsibilities

The Chief Operating Officer

- The COO will liaise with the Principal Director over all anti-bullying strategies and individual cases where appropriate.
- The COO will discuss, review, and endorse agreed strategies to promote anti-bullying.
- The COO will monitor and evaluate the reports provided by the Principal Director to ensure any patterns across academies are understood and escalated.

The Principal Director, Director of Care and Wellbeing, Director of Education and Enrichment, Registered Manager and Head of Safeguarding

The Directors and Registered Manager have a legal duty to draw up procedures to prevent bullying among students. The Principal Director, working with the Director of Care and Wellbeing, Director of Learning and Enrichment, Registered Manager and the Head of Safeguarding and Transitions, will:

- Ensure that all staff have an opportunity of discussing strategies and reviewing them on a regular basis.
- Determine the strategies and procedures and ensure a regular review is undertaken.
- Discuss development of the strategies with the Leadership Team.
- Ensure appropriate training is available.
- Ensure that a system for recording bullying incidents is in place and Safeguarding actions within MIS systems.
- Ensure that the procedures are brought to the attention of all staff, parents, and students on a regular basis in a clear manner.

- Ensure that consequences imposed for bullying reflect the serious nature of the incident and are in line with the Restorative Policy.
- Report at least termly to the COO via the Safeguarding Audit termly statistical data report.

The House Manager/s and the wider middle leadership team will be responsible for the child/ren in question will:

- Be responsible for liaising with the appropriate member of staff over all incidents involving children in their care
- Ensure that all incidents of bullying are reported and when required escalated to Head of Safeguarding and Transitions
- Be involved in any agreed strategy to achieve a solution
- Liaise with PSHCE staff regarding the use of anti-bullying modules in the PSHCE groups
- Know the policy and procedures
- Be observant and ask students what is happening to them
- Co-chair and facilitate Community Meetings and Restorative Meetings that address bullying
- Deal with incidents according to the policy; and never let any incidences of bullying pass by unreported, whether on-site or during an off-site activity
- Ensure that consequences and reparative actions are overseen by a member of the Senior Leadership Team.

All staff will:

- Be responsible for the day-to-day management of the policy and systems
- Report all indications and incidents of bullying and ensure they are followed up
- Ensure that there are positive strategies and procedures in place to help both those being bullied and the bullies
- Help maintain the record of incidents of bullying and the DCR books as required
- Keep the Registered Manager and DSL informed of incidents of bullying
- Take part in relevant staff training, and discuss issues arising in reflective practice and clinical supervision
- Contribute to Core Team and Community Meetings where appropriate
- Take part in Restorative Meetings where appropriate
- Determine how best to involve families in resolving children's difficulties
- Promote a culture of anti-bullying/harrassment
- Be responsible for ensuring that Oasis Restore's positive strategies are put into practice
- Know Oasis Restore's procedures and deal with any incidents that are reported.

Anti-bullying policies are most effective when all staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. We have an integrated model of practice to enable us to understand the needs of our children, including those with special educational needs and/or disability (SEND) and other protected characteristics.

Training requirements

Oasis Restore will provide at least annual training for staff regarding anti-bullying and responding to distressed behaviour. Learning and best practice will be shared regularly as will audit outcomes and

areas for learning and developments. Children's voices and experiences will support in the development of training.

Statutory requirements

Every school must have measures in place to prevent all forms of bullying. The following underpin this policy:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Keeping Children Safe in Education
- Secure Children's Home Regulations 2015

Linked policies

This policy should be understood, used and applied alongside the following policies:

- The Restore Framework
- Oasis Restore Restorative Policy
- Oasis Restore Inclusion Policy
- Oasis Restore Safeguarding Policy
- Oasis Restore Complaints, Compliments and Comments Policy
- Staff Code of Conduct Policy
- Whistleblowing Policy

Appendix 1: Classification of Bullying

Classification of Bullying



General Bullying

Bullying not only affects the bully and the victim, but also may have an impact on innocent bystanders.

Category 1	Category 2	Category 3
<p>Including but not limited to:</p> <ul style="list-style-type: none"> Verbal abuse (ie name-calling and offensive jokes)* Abusive phone or text messages, 'hate mail' Online abuse* Harassment Intimidation Making threats Isolated aggressive act - hit/kick/slap etc Displaying or circulating discriminatory literature or posters Graffiti containing hate messages Damage to property <p><small>One of original incidents of CA Issues, *with professional judgment required this may not meet the 2 incident</small></p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Recurring assaults - such as hitting, punching, pushing, spitting etc. Destroying property e.g. ripping clothes, destroying books Recurring threat or intimidation Enduring, recurring online abuse for example on social media and email. Theft Inciting group harassment Creating rumours, mimicking, humiliation Treating the victim like an outcast and/or coercive controlling behaviour 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Grievous bodily harm Incidents that occur only in the community Sharing photos without consent Trolling

Racist Bullying

Racism not only affects the perpetrator and the victim, but also can have an impact on bystanders and the wider school community

Category 1	Category 2	Category 3
<p>Including but not limited to:</p> <ul style="list-style-type: none"> Any incident the victim feels is racist but does not meet category 2 or 3 thresholds Racist comments in the course of discussion in lessons Refusal to co-operate with other pupils because of their race or ethnicity Ridicule of an individual for cultural or religious differences e.g., food, music, dress, worship patterns, cultural festivals etc. Racist jokes Racist language Using racist language or jokes online and/or via social media. 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Derogatory name-calling, insults, racist jokes and language with clear intent to be hurtful Racist verbal abuse and threats Bringing racist materials such as leaflets, comics, magazines or computer software into school* Provocative behaviour such as wearing racist badges or insignia Racist graffiti Using the school's IT systems to access and distribute racist material Posting racist material online and/or via social media 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Attempts to recruit other pupils and students to racist organisations and groups* Incitement of others to behave in a racist way Threat of, or attempted physical assault against a person or group because of colour, race and/or ethnicity (e.g., chasing someone with the intent to do harm) Actual physical assault against a person or group because of colour, race and/or ethnicity <p><small>*see B PREVENT assessment tool</small></p>

Sexually Harmful Behaviour

Category 1	Category 2	Category 3
<p>Harmful Sexual Behaviour</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> Developmentally inappropriate problematic (using the Brook Traffic Light System) Abusive sexualised behaviour on-line or off-line Lewd comments/jokes Creating a hostile, offensive or sexualised environment 	<p>Sexual Harassment</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> Unwanted conduct of a sexual nature On-line or off-line sexualised comments, remarks or observations Intentional touching of person or clothing Aggravated sexting Behaviours likely to violate dignity, feel intimidated, degraded or humiliated e.g. Up-skirting Creating a hostile, offensive or sexualised environment 	<p>Sexual Violence</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> Rape Assault by penetration Sexual assault (touching in a sexual way without consent) Grooming for sexual/criminal exploitation

Category 1 Issues will be logged on Bromcom and dealt with through in-house interventions.

Category 2 Issues are logged on Bromcom and discussed with the DSL and recorded on CPOMS and dealt with by the Academy with the support of multi-agency partners

Category 3 Issues are logged on CPOMS and referred for specialist intervention supported by the Academy and also recorded within Bromcom

Homophobic Bullying (inc BI- and Trans-phobic)

Homophobic, bi-phobic and transphobic bullying not only affects the perpetrator and the victim, but also can have an impact on inclusion within the wider school community

Category 1	Category 2	Category 3
<p>Including but not limited to:</p> <ul style="list-style-type: none"> Any incident the victim feels is homophobic but does not meet category 2 or 3 thresholds Homophobic verbal abuse (ie name-calling and offensive jokes) Harassment Bullying, intimidation Exclusion from the wider group Threats of violence because of gender and sexual orientation Hate calls, abusive phone or text messages, hate mail Online abuse for example on social media platforms Displaying or circulating discriminatory literature or posters Damage to property including removing or defacing LGBTQ+ posters etc. Graffiti containing hate messages 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Derogatory name-calling, insults, homophobic language with clear intent to be hurtful Assaults - such as hitting, punching, pushing, spitting 'Dead naming' - using pronouns or pre-Transition names Destroying property e.g., ripping clothes, destroying books Harassment Sexual Harassment and humiliation Enduring, recurring online abuse for example on social media and email Theft Inciting group harassment around gender and orientation 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Sexual Assault Grievous bodily harm Incidents that occur only in the community