



Harmful and Abusive Behaviour Policy

Written by	Adopted by Governing Body	Review Date
Baysgarth School: Mr J Barton	Autumn 2022	Autumn 2023

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1. Principles and Practice

At Baysgarth we support the UN Convention on the Rights of the Child. We believe that every Baysgarth student has the right to feel safe and know they are cared for within our school community. Every student has the right to be valued as an individual and respected for their given and chosen identities.

This belief is underpinned by the promotion of the school's 3 key values, Respect, Resilience and Responsibility. This policy sets out to define what we consider to be Harmful and Abusive Behaviours, their impacts on individuals and the community, as well as the modes by which it may be perpetrated. The policy also identifies how we endeavour to respond to both the needs of victims and perpetrators of Harmful and Abusive Behaviours.

The term Harmful and Abusive behaviours replaces the 'bullying' terminology frequently used by schools and society which can be widely misunderstood, misinterpreted and misused.

2. Aims

- To clearly define the terminology of Harmful and Abusive behaviours
- To outline the responsibilities of all stakeholders with regards to stop Harmful and Abusive behaviours.
- To outline the process of reporting Harmful and Abusive behaviour.
- To outline the support available for victims of Harmful and Abusive behaviour.
- To provide strategies and interventions for preventing and dealing with acts of harmful and abusive behaviours.
- To provide a framework to support any discussion of bullying, e.g. in Tutor time, Identity Culture Ethics (ICE) sessions and across the curriculum.

3. Responsibilities

It is everyone's responsibility at Baysgarth to stop Harmful and Abusive Behaviour. Each group has individual responsibilities that must be adhered to if H&AB is to be tackled effectively.

Students must:

- Not perpetrate H&AB towards anyone else or encourage/support H&AB in others.
- Promote a culture of kindness and mutual respect.
- Tell an adult (usually a member of staff or another trusted adult) if they are a victim of H&AB.
- Act to prevent and stop H&AB, by telling an adult if they know of or suspect any incidents of H&AB.
- Understand that being a 'by-stander' is unacceptable and silence makes all students partly responsible for what happens to the victims of H&AB.
- Students are encouraged to use the online Google Form and the text service to report incidences of H&AB.

Parents/carers must:

- Contact the school immediately if they know or suspect their child is a victim of H&AB in order to work in partnership with the school to bring an end to the H&AB; this applies even if the child has asked for 'secrecy'.
- Contact the school if they know or suspect that their child is perpetrating H&AB towards another student.
- Share with the school any suspicions they have that H&AB is taking place even when it does not directly involve their child.

- Parents/carers should familiarise themselves with the different types of H&AB.
- They should have an awareness of social media platforms and how they can be used for perpetrating H&AB.
- They should familiarise themselves with the potential signs that their child is a victim of H&AB.

Staff must:

- Always be aware and take action when there are concerns about H&AB.
- Ensure they listen to students.
- Promote a culture of kindness and mutual respect.
- Report and record all allegations of H&AB following Baysgarth's procedures.
- Ensure students and, where appropriate, parents/carers, are given regular feedback on the action being taken.

Governors must:

- Ensure that Baysgarth has an H&AB Policy and that it is reviewed every two years.
- Promote a culture of kindness and mutual respect.
- Ensure that there is a member of the Senior Leadership Team that has specific responsibility for preventing H&AB.
- Ensure that the effectiveness of the H&AB Policy is regularly monitored and that this is reported to the Governing Body.

4. What are Harmful and Abusive Behaviours?

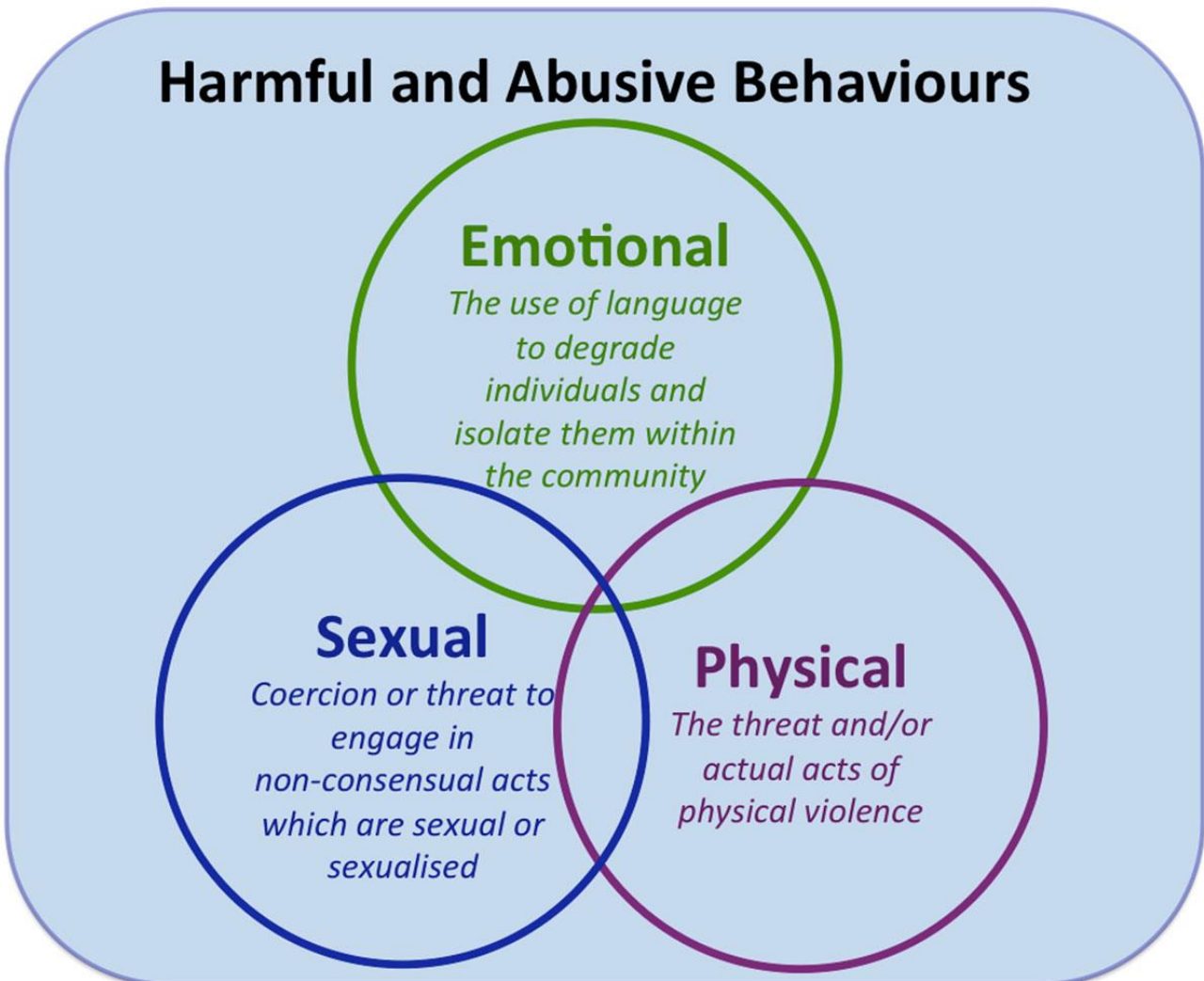
Behaviours are harmful when they have a detrimental impact upon the physical safety or mental well-being of an individual. Emotional impacts are very significant given the very strong correlation between the debilitation of self-esteem and subsequent episodes of self-harm. The potential threat of harmful behaviours to students' well-being and outcomes requires them to be viewed within the school safeguarding structures. As such every member of staff who suspects that an incidence of harmful and abusive behaviour has taken place has a duty to report it through the use of an internal record form (CPOMS) and where appropriate refer it to our Designated Safeguarding Lead.

Behaviours are abusive when they are perpetrated by a person[s] who is able to exert power and control over an individual. These are non-consensual experiences involving acts of threat and coercion. A fundamental outcome of abuse is to reinforce a position of superiority which enables the behaviour to continue. The root of this actual or perceived power is primarily grounded in discriminatory and prejudicial views which purport to justify abusive actions. This may relate to; misogyny, homophobia, racism, disability, gender identity and body image. Upskirting is now a form of peer on peer abuse and is a criminal offence.

The definition of upskirting: is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

Historically some 'lower-level' harmful and abusive behaviour has been categorised as 'Bullying'. This is an unhelpful label, because as it minimises the nature and impact of some behaviour it inadvertently engenders a culture of acceptance. As well as harm to individuals, abusive behaviours perpetrate significant harm in the communities which host them. When any incident of harmful and abusive behaviour goes unchallenged or unseen it sends a message about the unequal value afforded some members of the community. This creates a culture which enables further harmful and abusive behaviour.

Harmful and abusive behaviours may be perpetrated in a number of forms which are not mutually exclusive. All forms of harmful and abusive behaviour may be perpetrated in person or online.



At Baysgarth we consider it essential to respond to both the perpetrator and the victim in cases of harmful and abusive behaviour. As well as addressing individual incidents there is whole school community responsibility to challenge all forms of discrimination and prejudice in equal measure. This affords protection to all and removes platforms for power and control which some might seek to exploit:

5. Response to the Perpetrator

Sanctions – Employ clearly identified sanctions in accordance with our behaviour policy to publicly acknowledge acts of H&AB as unacceptable and demonstrate that they will not be tolerated within the community. Concerns and sanctions will be shared with parents and carers of both victim and perpetrator.

Interventions - Referral of perpetrators to appropriate interventions once the level of risk posed by individuals is assessed by the Inclusion Manager. These interventions will aim to educate them as to the harm they have caused and reframe the abusive nature of their relationships with peers.

Legal implications - Acts of H&AB may be referred to our community policing team where they break the law either by virtue of the harm they have caused or the discrimination or prejudice they reflect.

Restorative Justice meeting - with the victim to develop understanding of harm caused, reframe the abusive nature of relationships and set boundaries for future interaction

6. Response to the Victim

Safeguarding - Concerns about the physical or emotional wellbeing of a student following an incident of Harmful and Abusive Behaviour must be reported to Baysgarth Safeguarding Leads

Support - Discussion with parents, HoY and our Safer Schools Officer to determine further actions, including advice about recording further incidents of online abuse.

Therapy referral - for wellbeing support sessions to consider both the impact of harm and the roots of unequal relationships with peers

Mentoring referral – A mentoring referral may be made where appropriate to provide structured peer or adult support within the school community

Restorative Justice meeting - with the perpetrator to develop understanding of harm caused, reframe the abusive nature of relationships and set boundaries for future interaction

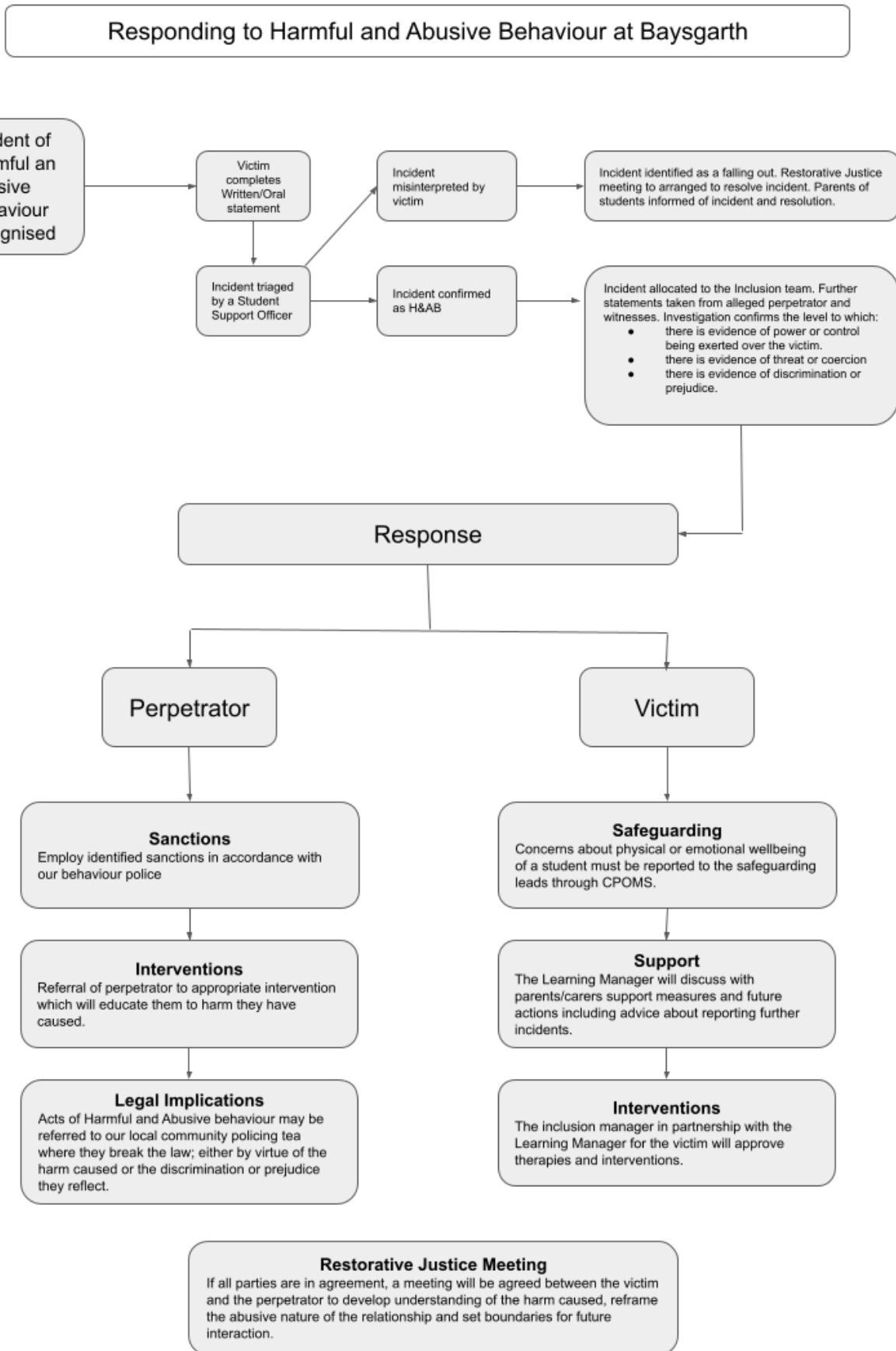
7. Reporting Harmful and Abusive Behaviour:

Students, Parents and Staff members should report suspicions and allegations of Harmful and Abusive behaviour through the following channels.

- Report allegations of Harmful and Abusive Behaviour using the reporting form. <https://forms.gle/aBwWRD2Ppx8KVSSH9>
- Anonymous reporting of Harmful and Abusive Behaviour can be completed by sending the specific details of an allegation through Whatsapp on 07759132663.
- Report concerns directly to their Tutor or Learning Manager

All allegations of Harmful and Abusive behaviour regardless of platform used to report the incident will be recorded on the H&AB reporting form.

Appendix A



Responding to Online Harmful and Abusive Behaviour

Guidance for Parents and Students

In the event that your child receives a harmful or abusive online message or posting:

Do not respond

Your response will be reviewed as retaliatory and provocative. This will complicate any subsequent investigation.

Your response give the abuse credibility. You are being controlled by the person who posted or sent a harmful message

Take screenshots or recordings of any harmful messages you receive.

Report the incident using the reporting form. Bring these images or recordings to your Learning Manager.

School action will be determined by the impact the harmful messages are having on recipient of the harmful messages.

Parents will be actively encouraged to report the senders of the harmful messages to the police.

Where it is clear that these messages are linked to school or that the severity of these messages suggest a likelihood or overflowing into the school environment, the school will take internal action which could include:

Taking statements from both the victim and the perpetrator.

If deemed necessary Isolation of perpetrator until investigation complete.

Record incidents on CPOMs and H&AB Recording Form

Put in place appropriate sanctions which could include:
Restrictions on Social Time, Isolation Placements, Exclusions

Consult with local policing team (Depending on severity of evidence)

Restorative Meetings between students if all parties in agreement.

Signed: _____ **Chair of Governors**

Date: _____

Signed: _____ **Head Teacher**

Date: _____