Anti-Bullying Policy

Contents

1. Aims

Hatton Academies Trust is a diverse and inclusive community based upon mutual acceptance, respect and values. Bullying, intimidation and harassment of any member of our community are examples of unacceptable behaviour and as such reference is made to the Behaviour and E-safety policies. Staff record incidents and set sanctions for all forms of bullying as they do for all other negative behaviours. For detail on the range sanctions available please refer to the Behaviour Policy and E-safety Policies.

2. Ethos Statement

Everybody has the right to be treated with respect and to learn in a safe and orderly environment.

We want this policy to:

- Demonstrate that Hatton Academies Trust (HAT) takes bullying, intimidation and harassment in all of its forms seriously and that it will not be tolerated. In all incidences this policy is for the protection of the entire community including students, staff and visitors and is represented directly through the student body at each academy including at Sir Christopher Hatton Academy with the Student Charter, prepared by The Diana Award Anti Bullying Committee

- Take measures to prevent all forms of bullying during school time and during off-site activities, including online safety (please also see the E-Safety, Behaviour and Mobile Devices policies)

- Support everyone in reporting and identifying bullying, to protect those who might be bullied or otherwise feel vulnerable and to educate the aggressors who are involved

- Demonstrate to all that the safety and happiness of pupils and staff is enhanced by dealing positively with bullying, and that this encourages mental wellbeing and good mental health

- Further promote an environment where it is acceptable to tell someone about bullying and negative behaviours which affect wellbeing without fear of recrimination or judgement

- Promote positive attitudes and values throughout the HAT community

- Promote positive relationships and the understanding that every member of the HAT community has a responsibility towards the prevention of bullying / discrimination through an ethos of, "everyone has the right to be themselves and be treated with respect"

- Reduce instances of derogatory or discriminatory language (including racist, homophobic, biphobic, transphobic and disabilist) throughout the entire HAT community, through high expectations, role modelling, reporting and the use of sanctions where necessary.

3. The Trust's Responsibilities

As a Trust we have measures and procedures to fulfil our moral and statutory responsibilities as outlined in:

<u>Malicious Communications Act 1988</u> – which specifies that 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.

<u>Children Act 1989</u> - If there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' the incident should be addressed as a child protection concern. Academy staff will discuss with the school's designated safeguarding lead and, where appropriate, they will report their concerns to their local authority children's social care and work with them to take appropriate action. Where there is no reasonable cause to suspect the suffering or the likelihood of suffering significant harm the academy may need to draw on a range of internal and external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

<u>The Education and Inspections Act 2006</u> - Section 89 provides that schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These are part of this and the school's behaviour policy which is communicated to all pupils, school staff and parents including via the academy website.

<u>The Equality Act 2010</u> - A key provision is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011, covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. It requires public bodies to have due regard to the need to:
- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

<u>The Education Act 2011</u> - amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the head teacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is <u>no need</u> to have parental consent to search through a young person's mobile phone.

<u>The Education (Independent School Standards) Regulations 2014</u> - the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy, as outlined in this policy.

<u>The Trust's Responsibilities With Regards to Incidents Outside of School Hours -</u>
Sections 90 and 91 of the Education and Inspections Act 2006 state that a school's

disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, (if it would be reasonable for the school to regulate pupils' behaviour in those circumstances). This includes bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town centre.

Where bullying outside of the academy is reported to school staff, it will be investigated and acted upon. If the misbehaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.
The school will only impose disciplinary sanctions (and implement that sanction) on the school premises or when the pupil is under the lawful control of school staff such as on a school trip.

4. Identifying Bullying

In the DfE Guidance: Preventing and tackling bullying: Advice for head teachers, staff and governing bodies (2017), bullying is defined as:

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and 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. It might be motivated by actual differences between children, or perceived differences.

Evidence has shown that students are bullied for a variety of reasons, including but not restricted to:

- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation or gender identify (LGBTQ based bullying)
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Bullying related to religion, belief or ancestry
- Sexist or sexual bullying.

Some members of the HAT community may be more vulnerable than others. It is particularly important that all staff are sensitive to pupils who, because of their behaviours or circumstances may be vulnerable.

No form of bullying, harassment or intimidation will be tolerated within the HAT academies; this includes the use of any kind of discriminatory language.

ALL parents and carers, staff and students need to be vigilant, looking out for the following and reporting incidents using the relevant behaviour policy for their specific HAT setting.

Bullying can be/include:

- **Physical:** involving pushing, punching, hitting or kicking
- **Verbal:** involving name calling, teasing, taunting and threatening
- **Silent Exclusion:** involving the isolation of the victim by ignoring him or her or by excluding him or her from group activities (may be as a result of conflict within a friendship group and / or refusal to accept a request for a youth produced sexual image etc.)
- **Emotional:** being unfriendly, excluding, tormenting, undermining
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact, sexually abusive comments or demands for sexually explicit images ("Youth produced sexual imagery" – may also be cyber)
- **Homophobic:** because of or focussing on the issue of sexuality or sexual preference
- **Biphobic:** because of or focussing on the issue of sexuality or sexual preference
- **Transphobic:** because of or focussing on the issue of gender identity or gender preference
- **Cyber:** all areas of the internet such as email, chat room misuse, mobile threats by text messaging and calls, misuse of associated technology (see E-Safety policy)
- **Thieving:** taking other students property without their permission.

The forms that bullying can take include:

- **Rude gestures or mimicry** of any kind
- **Deliberate damage** to the victim's property
- **Taking property** without permission
- **Extortion** of money, sweets or other belongings
- **Malicious gossip,** negative 'banter' or the purposeful generation/spread of rumour (including online / text)
- **Forcing (coercion)** the victim to do something against their will (E.g. see "Sexual" above)
- **Gangs or groups** of students who gather in large groups with the sole purpose of intimidation
- **Holding power** over other students by the use of intimidation

5. Possible Signs

Adults and students must be aware of these possible signs and that they should investigate as appropriate and inform the Anti-Bullying Coordinator/Member of staff if anybody shows any of these signs. These possible warning signs could include:

- Being frightened of travelling to or from the academy or asks to be driven
- Changes their usual routine
- Begins to truant / attendance patterns change
- Becomes withdrawn, anxious or lacking in confidence
- Attempts / threatens suicide
- Runs away
- Cries them self to sleep, has nightmares or starts sleepwalking / bedwetting

- Performance deteriorates
- 'Loses' possessions inexplicably
- Asks for extra money or starts stealing
- Has unexplained cuts or bruises (including self-harm)
- Becomes aggressive, disruptive or unreasonable
- Starts bullying others
- Reduced emotional wellbeing, deteriorating mental health, feeling down etc.
- Stops eating
- Is afraid to use internet /phone or is nervous when a call is received
- Is nervous or jumpy when a cyber/text message or call is received.

These signs and behaviours could indicate other problems, but bullying should be considered. (Also see the E-safety and Mobile devices policies).

6. Staff Responsibilities/Duties in the Event of a Bullying Incident

All Staff are expected to:

- Know the policy and current academy procedures (also the Behaviour, Mobile devices and E-Safety policies)
- Be observant and ask students what is happening to them and follow up with a student after an incident
- Be aware of the signs of changes in emotional wellbeing and mental health and report via CPOMS
- Deal with incidents according to the policies and seek support from the Anti-Bullying Coordinator, Heads of Year or a Senior member of staff as required
- Never let any incidence of bullying or use of derogatory/discriminatory language pass by unreported, whether on-site or during an off-site activity
- Work with the Anti-Bullying Coordinator or relevant Senior Leader to set appropriate sanctions for the perpetrator
- Participate in the anti-bullying and online safety training to keep abreast of local and national developments
- Participate in Life Skills/PHSE/Citizenship and / or other personal development curricular activities offered by their academy setting

7. Teaching/Support Staff

All members of staff are responsible for dealing with issues of bullying which they witness or that are reported to them by any pupil, seeking support from the Anti-Bullying Coordinator or Senior Leader as required. Any issue must be reported (through the system relevant to the specific academy setting) promptly and be dealt with using the Trust's Behaviour policy (and where necessary with reference to the E-Safety and or Mobile devices policy).

- In all cases incidents will be recorded by staff (see above) – including the name of the aggressor/s, victim/s and a full description of the incident including the time of day that the incident occurred and the actions taken by the reporting member of staff

- Parents and carers will be informed as necessary and they may be asked to attend a meeting to discuss the problem

- If necessary (and appropriate) the police and or external agencies will be consulted e.g. for incidents involving indecent images of minors or threats through social media (see appendix)

- Issues will be dealt with quickly including statements made by all involved. This includes any witnesses.

- A serious attempt will be made to help the perpetrator change their behaviour (through interventions, restorative justice, anger management training, peer mentoring etc.)

8. Board of Directors

The Principal will liaise with the relevant senior staff over all anti-bullying strategies and individual cases where appropriate. The CEO will discuss, review and endorse agreed strategies to evaluate their effectiveness.

9. What A Student Should Do If They Are Being Bullied

They must tell someone – a member of staff / an adult in their class / member of the Peer Support team. If a student is unsure about whether they are being bullied or not, they should still tell someone. It might be helpful to keep a diary/log of incidents including what, where, when and who, and if the incident has happened online or over social media, save any screenshots or relevant images or text to show to an adult.

10. The aims of the HAT anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful/inappropriate behaviour
- To safeguard our students, visitors and staff
- To react to incidents in a prompt, reasonable, proportionate and consistent way
- To safeguard any victim who has experienced bullying / harassment and to trigger appropriate sources of support
- To apply disciplinary sanctions to anyone causing or instigating bullying and ensure they learn from the experience, possibly through multiagency support and / or disciplinary action
- To make the use of discriminatory language and inappropriate use of E-communications unacceptable across HAT. (See the HAT E-safety and Mobile Devices policies).
- We proactively gather intelligence from a number of sources about any issues between students which might cause conflict as well as developing strategies to prevent bullying occurring in the first place. This involves talking to students about issues of difference, perhaps in lessons, through dedicated events and projects, through assemblies, resilience building, the development of social responsibility and through initial support programmes for vulnerable students, for example. We actively encouraging a culture of mutual respect, community and tolerance.

11. Training

The Trust is committed to providing relevant, comprehensive training to all staff regarding Anti-Bullying best practice and will create opportunities for this to happen through training days, staff meetings, briefings and twilight sessions as required.

12. Individual Academy Policy Statements

12.1. Sir Christopher Hatton Academy is Committed to:

- Designating a member of staff as the academy 'Anti-Bullying Coordinator'

- The preparation of a Student Charter written and formulated by the student body

- Designating a member of staff as a Champion for LGBTQ students to raise awareness and reduce discrimination

- Increasing the profile of anti-bullying in the academy, year on year

- Involving pupils in discussing issues with students e.g. during form time activities, Life Skills and peer mentoring

- The allocation of peer supporters strategically into forms to support Y7 students with transition into secondary school

- Using relevant, quality, research-based resources in form time, Life skills, assemblies and curriculum lessons to raise awareness and instil core values of inclusion and acceptance

- Training peer mentors and the peer buddy team and use external training resources for 1:1 support

- Ensuring the Trust's behaviour policy and sanctions are used rigorously and consistently, including for the use of inappropriate language through expectation and regular staff training

- Evaluating our anti-bullying and online safety strategies through Behaviour Watch data and also with staff and students throughout the year to ensure best fit/practice

- Recording and analysing data in order to inform strategic planning

- Developing the resilience, emotional wellbeing and mental health of the entire academy community (including students and staff)

- Supporting active student and staff participation in anti-bullying week and other awareness raising activities occurring throughout the year

- Designating duty positions for staff during a break and lunch at strategically chosen positions to reduce inappropriate behaviours (including all forms of bullying) and ensure that all students feel safe

- Delivering online safety training and awareness to students during ICT lessons to combat cyber bullying

- Offering face to face training opportunities to parents / carers on online safety and anti-bullying

- Offering advice and guidance to parents / carers through the academy communications.

Ensuring that through form time, assemblies, citizenship and the lifeskills curriculum, students:

- Learn about building safe and healthy relationships in a variety of contexts and situations
- Understand how to recognise and challenge stereotypes
- Understand that derogatory and discriminatory language will not be tolerated
- Understand and carry out responsibilities as citizens
- Refuse to support values or actions that may be harmful to individuals or communities
- Support families in raising children and caring for dependants
- Recognise that the love and commitment required for a secure and happy childhood can also be found in families of different kinds
- Help people to know about the law and legal processes
- Respect religious, social and cultural diversity
- Learn to support those who cannot, by themselves, sustain a dignified life style
- Participate in the democratic process
- Contribute to, as well as benefit fairly from, economic and cultural resources
- Make truth, integrity, honesty and goodwill priorities in public and private life
- Understand British values, radicalisation and extremism.

12.2. Victoria Primary Academy is Committed to:

Our academy community consists of pupils, teachers, teaching assistants, non-teaching staff and parents/carers.

All staff and pupils within the school community have the right to be treated fairly and equally and with respect by others within the academy.

Statement of Intent

Bullying of any kind is unacceptable at Victoria Primary Academy. We are committed to providing a caring, safe and secure environment for everyone that attends our school in order that they can work and learn in an atmosphere which is free from humiliation, oppression and abuse. We are keen for everybody to proactively support us in this aim, therefore if bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This also means that anyone who knows that bullying is happening is expected to tell a member of staff.

Parents should feel confident that when they send their child to school they will be safe and happy here. In order to achieve this, allegations of bullying will be taken seriously by all members of the school community.

It is also important to state that as any member if the academy community can be a victim; this policy also applies to the bullying of school staff, whether by pupils, parents or other staff.

Definition of Bullying Behaviour

Our academy's definition of bullying, developed in consultation with pupils, parents and staff is: Bullying is a behaviour which involves systematic abuse of power by one or more people through repeated hurtful or aggressive behaviour with the intention to cause emotional or physical harm to another person. Bullying is the wilful, conscious desire to hurt, harass, upset, threaten or frighten someone.

One-off incidents, whilst they may be very serious and will always be dealt with swiftly and proficiently, do not fall within the school's definition of 'bullying'.

Bullying is behaviour that hurts someone else such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere at school, at home or online. It is usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happens online, using social networks and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Bullying Can Be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books/belongings, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments.
- Homophobic- because of, or focusing on the issue of sexuality.
- Religious - focusing on belief as different and a threat
- Culture -taunts about being different
- Verbal - name-calling, sarcasm, spreading rumours, persistent teasing
- Disability - taunting because of appearance or health conditions.
- Related to home -verbal abuse about home or family members, rumours, social exclusion.
- Cyber- all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video technology.

Who Bullies?

Anyone has the capacity to bully. There are no completely reliable diagnoses. Those who perceive themselves as low status within a community, institution or group may use

bullying or artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

Who is Bullied?

Anyone can be bullied - pupil, parent/carer/guardian or staff member or visitor. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person - shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour.

Recognising Bullying

All members of the academy community will be alert to the possibility of breaches of the policy and take appropriate action. Pupils who identify that the policy is not being followed will alert an adult they trust. The person who receives a report from a pupil will take it extremely seriously and be seen to be doing so. Confidential questionnaires will be completed annually to gather important data in order to implement appropriate strategies.

- Academy worry box for pupil concerns and ideas
- The academy council to deal with anti-bullying issues/ideas on a regular basis

Prevention

As with behaviour, we aim to prevent bullying, by making our expectations clear to children and talking about these issues through our school curriculum.

This includes:
- An annual Anti-Bullying week with follow up sessions involving the whole school
- Encouraging children to understand right and wrong (from entry into the school)
- Lessons/discussions involving our PSHE curriculum and through our work on Protective.

Behaviour

- Discussions/lessons regarding e-safety within ICT lessons annually and as necessary throughout the year (in line with the school policy)
- School worry box
- Knowledge and understanding members of staff
- Links with other schools within the Hatton Academy Trust.

We encourage children to tell someone when they are being bullied or when they know bullying is going on, so that we can help. If anyone observes bullying we encourage them to report it to the class teacher, member of SMT or Principal.

When bullying does occur we guarantee that it will be treated seriously and dealt with by the Principal or a member of the Senior Leadership Team.

All members of staff have access to anti-bullying training and follow the schools anti-bullying policy.

Procedures and Recording

All the staff at VPA have been trained to use the academy's behaviour recording system. We use Behaviour Watch to record incidents of poor behaviour and potential bullying. The behaviour recording system is monitored each week by the SMT and any serious or unresolved incidents are investigated. The behaviour system allows teachers to quickly identify issues of bullying against a particular child and by a particular child.

Once an incident or bullying has been identified, a thorough investigation of the incident involving all parties will be undertaken. After an investigation has taken place, a decision should be made as to whether a case of persistent bullying is taking place. We use a recording system for all investigations.

If this is the case, the parents of the perpetrator will be invited to discuss the situation with the Principal. Parents of the bullied child must be kept informed of the whole process and we aim to ensure that they feel satisfied with the way the incident has been dealt with by ensuring we are open and keep them updated as much as possible.

Support

Pupils who have been bullied will be supported by:
- Being offered an immediate opportunity to discuss the experience with a member of staff
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence.

Actions will vary to accommodate the varying degrees of bullying, ranging from: counselling, buddy system, SEAL small group activities. An adult will carry out a follow up interview within a month of the incident to check on their well-being.

Pupils who have bullied will be helped by:
- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil.

The perpetrator will be encouraged to apologise and to suggest ways of rebuilding trust with the victim. Other appropriate sanctions may be taken e.g. loss of breaks, exclusion from school clubs or other privileges, involvement of parents and in extreme circumstances, exclusion.

The class teacher will work closely with parents and the SENCO to develop effective strategies to prevent reoccurrence, however if this continues outside agencies will be involved.

Adult Bullying

From time to time, adults behave inappropriately towards each other. If any parent feels that they are being treated inappropriately within our school community, they must report this to the Principal immediately.

On occasions, when a parent suspects another child of inappropriate behaviour towards their own child, they try to take matters into their own hands. This can result in:

- Parent approaching other parents in groups
- Inappropriate verbal exchanges in front of pupils
- A breakdown in communication

If children are experiencing problems with other children, parents must not attempt to take matters into their own hands. A parent confronting other parents in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

Confidentiality

Although we take confidentiality very seriously we can never promise to keep all of the things that the children share with us private. If at any stage we were concerned about child protection we would follow the academy's agreed procedures.

Police Liaison

If we need to involve the police with any aspect of behaviour management we would always ensure that the parents or carers have been informed.

If deemed appropriate, the Principal will report incidents involving parents/carers to the police.

12.3. Oakway Academy is Committed to:

Ethos Statement

At Oakway Academy we are fully committed to the protection of children in our care and we will not tolerate bullying behaviour at any level. We strongly believe that children have the right to be educated in an atmosphere that is free from fear. We aim to create a partnership with home and our setting working together to overcome difficulties. In doing so, we strive to make our school environment a safe, friendly and inclusive place. We always begin the school year by revisiting our school values that are positively phrased and underpin every aspect of school life. To complement our values, our Personal Development Curriculum helps us to prepare children for the complexities of the world in which live. We aim through our teaching to empower children to recognise bullying behaviour and to act in a controlled manner in order to deal with their problems.

It is the aim of this policy to:

- Clarify bullying behaviours for all members of the academy community
- Stress that bullying behaviours are never acceptable
- Set to how we deal with bullying behaviours and support those involved.

What is Bullying Behaviour?

Bullying is repeated, unwanted, aggressive behaviour which hurts someone on purpose. Bullying can be social, physical, verbal or "cyber".

This policy covers the following forms of bullying behaviour:

- Racial, religious, cultural or belief
- Special Educational Needs, disabilities or health conditions
- Appearance
- Related to home circumstances
- Sexual orientation and sexual harassment.

All academy staff are covered by this policy including bullying behaviour by pupils, parents or other staff. Examples of bullying behaviour are:

- Name calling or teasing (including homophobic, racist, sexist etc.)
- Threats or extortion
- Physical violence
- Spreading malicious rumours
- Causing damage to others property
- Cyber

Dealing With Cases of Bullying Behaviour (Supporting the Victim/s)

We believe that it is essential for problems to be resolved quickly. Children, parents/carers are regularly made aware of the necessity to report incidents of bullying behaviour to a member of staff as soon as possible.

If bullying behaviour is reported to any member of staff, that staff member will find a quiet place to talk and:

1. Listen and continue to listen at all stages. This will reassure the victim that they have done the right thing by speaking up and their concerns are valid.

2. Inform the welfare team. At this stage either the member of staff or our Welfare Officers will continue with the procedure as appropriate.

3. Discuss support strategies, and the outcome the victim is seeking.

4. Record the incident on Class Charts and set in motion any support for the victim that will be reviewed. Inform the Principal.

5. Inform parents / carers so that we can work in partnership to support the child.

6. Inform other adults who work with the child (with the child's consent).

Dealing With Cases of Bullying Behaviour (Supporting the Perpetrator/s)

Before taking any action we will hear both sides and assess the nature of the problem, keep an open mind and not jump to any conclusion. If after this we believe bullying behaviour has in fact taken place we will take action.

As each case of bullying behaviour tends to be unique it is difficult to set out an exact method of dealing with the perpetrator. However, we will consider:

- Counselling the perpetrator about the event and talking about how to move forward with alternative behaviours

- Look at the motivation of the perpetrator

- Ensure that the perpetrator is aware of why their behaviour caused distress

- Follow the Behaviour and Relationship Policy if the perpetrator is a child

- If the perpetrator is a member of staff, the Disciplinary and Grievance Policies will be followed

- If the perpetrator is a parent or carer the Principal will arrange a meeting with them to discuss the matter further to seek a resolution and set out expectations

- Monitor future behaviour

- In severe or repeated situations where the perpetrator is a child we may;

    o Enforce a fixed term exclusion
    o Consider permanent exclusion if the behaviour continues

The Academy Committee, will monitor both types of exclusion and will share with parents/carers their legal right of appeal against a decision.

Recording and Evaluating

Senior Leaders will monitor and evaluate Class Charts on a weekly basis and follow the pathways for managing behaviour as set out in the Behaviour and Relationship Policy.

Curriculum Support & Preventative Measures

To prevent bullying behaviour we aim to:

- Emphasise to children which behaviours are acceptable

- Raise awareness of bullying behaviours through the Personal Development and Assemblies curriculums and by supporting events and activities such as Anti-Bullying week

- Teach children how to talk about their problems (using principles of Restorative Approaches)

- Empower children to solve some of their own problems, using restorative approaches: but to recognise when problems become too big for them to handle

- Teach children how to get help and advice, including the use of daily check-ins and worry boxes

- Empower bystanders to intervene appropriately and report bullying behaviour

- Demonstrate to children how we deal successfully with problems

- Promote inclusiveness and empathy towards other cultures, life styles and experiences, through the curriculum

- Provide a wide range of equipment and resources for children to engage with during lunch and break times

- Provide regular training for staff on anti-bullying

Parents/Carers

We ask that parents and carers support our academy values. These are in our prospectus and displayed in each classroom and around the academy. Each September we reintroduce these values and then continue to reflect on these throughout the school year in weekly assemblies.

To help us to support the children in our care, we ask that parents and carers quickly bring to our attention problems that their children have shared with them at home. If the class teachers know about worries early on, often problems can be resolved before they escalate. If problems do continue to develop beyond this initial meeting, or are of a serious nature initially, we will immediately involve a senior member of staff.

Sometimes children will not share their worries, but parents or carers simply know their children so well that they can sense something is wrong. If this is the case we ask that parents and carers come and talk to us and together we may be able to find out what the problem is without interrogating or putting the child under any further pressure.

If parents or carers were ever unhappy about how we deal with a problem we would ask them to make an appointment to talk with the class teacher or a senior member of staff who will respond to any concerns. Letters for the Chair of the Board of Directors can also be passed to the school office who will pass them on in confidence without them being opened by a member of the school staff.

Confidentiality

Although we take confidentiality very seriously we can never promise to keep all of the things that the children share with us private. If at any stage we were concerned about child protection we would follow the academy's agreed procedures.

<u>Police Liaison</u>

If we need to involve the police with any aspect of behaviour management we would always ensure that the parents or carers have been informed.

If deemed appropriate, the Principal will report incidents involving parents/carers to the police.

12.4. Ecton Village Primary Academy is Committed to:

<u>Ethos Statement</u>

At Ecton Village Primary Academy, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. It is the responsibility of the Principal and the Directors to ensure that all members of the school community work within a safe and enabling environment. We recognise that every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured. We encourage pupils to learn to be strong and independent through positive relationships. We know that pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between all members of the school community.

It is the aim of this policy to:

- Clarify for all members of the academy community what bullying behaviours are
- Stress that bullying behaviours are never acceptable in any form
- Record how we deal with incidents of bullying behaviour and offer support for all those involved.

<u>What is Bullying behaviour?</u>

Bullying is repeated, unwanted, aggressive behaviour which hurts someone on purpose. Bullying can be social, physical, verbal or "cyber".

This policy covers the following forms of bullying behaviour:

- Racial, religious, cultural or belief
- Special Educational Needs, disabilities or health conditions
- Appearance
- Related to home circumstances
- Sexual orientation and sexual harassment.

All academy staff are covered by this policy including bullying behaviour by pupils, parents or other staff. Examples of bullying behaviour are:

- Name calling or teasing (including homophobic, racist, sexist etc.)
- Threats or extortion
- Physical violence
- Spreading malicious rumours
- Causing damage to others property
- Cyber

Dealing With Cases Of Bullying Behaviour (supporting the victim/s)

It is essential that problems are resolved quickly, before any serious damage is done to the personal development or education of those involved. Children, parents/carers and staff are regularly made aware of the necessity to report incidents of bullying behaviour to a member of staff as soon as possible.

If bullying behaviour is reported to any member of staff, that staff member will find a quiet place to talk and:

1. Listen and continue to listen at all stages. This will reassure the victim that   they have done the right thing by speaking up.

2. Discuss problem solving strategies using the key questions in line with the restorative justice approach.

3. Record the incident on SIMS and set in motion a support package for the victim that will be reviewed. Inform the Principal.

4. If the victim is a child, inform parents or carers so that we can work in partnership.

5. Inform other adults who work with the child (with the child's consent).

Dealing With Cases Of Bullying Behaviour (perpetrator/s)

Before taking any action we will hear both sides and assess the nature of the problem, keep an open mind and not jump to any conclusion. If after this we believe bullying behaviour has in fact taken place we will take action. Whatever the decision we will monitor the situation carefully.

As each case of bullying behaviour tends to be unique it is difficult to set in stone an exact method of dealing with a 'bully' however depending upon the offence and the circumstances we will;

- Counsel the perpetrator about the event using the restorative justice approach and talk about how to move forward with the correct behavior

- Look at the motivation of the perpetrator

- Ensure that the perpetrators are aware of why their behaviour is causing distress

- Follow the Behaviour Policy if the perpetrator is a child

- If the perpetrator is a member of staff then the Complaints and Grievance Policies will be followed

- If the perpetrator is a parent or carer, the Principal will arrange a meeting with them

- Monitor future behavior

- In severe or repeated situations where the perpetrator is a child we may;

    o Operate a fixed term exclusion
    o Move this to a permanent exclusion if the behavior continues

The Directors, will monitor both types of exclusion and will share with parents/carers their legal right of appeal against a decision.

Recording and Evaluating

All incidents of bullying will be recorded on CPOMs. The Principal and Pastoral TA will monitor and evaluate this on a weekly basis and follow the pathways for managing behaviour as set out in the Behaviour and Relationship Policy.

Curriculum Support & Preventative Measures

To prevent bullying behaviour we aim to:

- Emphasise to children which behaviours are acceptable

- Raise awareness of bullying behaviours through the Cambridgeshire PSHE programme; through assemblies curriculums and by supporting events and activities such as Anti-Bullying week

- Teach children how to talk about their problems (using principles of Restorative Approaches)

- Empower children to solve some of their own problems, using restorative approaches: but to recognise when problems become too big for them to handle

- Teach children how to get help and advice, including the use of daily check-ins and worry boxes

- Empower bystanders to intervene appropriately and report bullying behaviour

- Demonstrate to children how we deal successfully with problems

- Promote inclusiveness and empathy towards other cultures, life styles and experiences, through the curriculum

- Provide a wide range of equipment and resources for children to engage with during lunch and break times

To prevent bullying behaviour we aim to:

- Emphasise to children what behaviour is acceptable

- Raise awareness of bullying behaviour, while recognising what is not bullying behaviour, through the Cambridgeshire PSHE programme and anti-bullying activities such as assemblies and circle time.

- Teach children how to talk about their problems (using principles of Protective Behaviour)

- Empower children to solve some of their own problems: but to recognise when problems become too big for them to handle

- Teach children how to get help and advice either by talking to a peer, an adult or through the class worry box

- Empower bystanders to intervene appropriately and report bullying behaviour

- Demonstrate to children how we deal successfully with problems

- Promote inclusiveness and empathy towards other cultures, life styles and experiences, through the curriculum

- Show children that many adults will listen (but teach them how to cope if they do not)

- Demonstrate that if bullying behaviour within society is ignored it escalates

- Deal with problems sensitively

- Carry out regular training for all staff on anti-bullying.

<u>Parents/Carers</u>

We ask that parents and carers support our academy values, they are aimed at promoting harmony and cohesion within the academy community. These are promoted through the rewards system; assemblies and newsletters to parents.

To help us to support the children in our care, we ask that parents and carers quickly bring to our attention problems that their children have shared with them at home. If the class teachers know about worries early on, often problems can be resolved before they escalate. If problems do continue to develop beyond this initial meeting, or are of a serious nature initially, we will immediately involve a senior member of staff.

Sometimes children will not share their worries, but parents or carers simply know their children so well that they can sense something is wrong. If this is the case we ask that parents and carers come and talk to us and together we may be able to find out what the problem is without interrogating or putting the child under any further pressure.

If parents or carers were ever unhappy about how we deal with a problem we would ask them to make an appointment to talk with the class teacher or the Principal who will respond to any concerns.

<u>Confidentiality</u>

Although we take confidentiality very seriously we can never promise to keep all of the things that the children share with us private. If at any stage we were concerned about child protection we would follow the academy's agreed procedures.

Police Liaison

If we need to involve the police with any aspect of behaviour management we would always ensure that the parents or carers have been informed.

If deemed appropriate, the Principal will report incidents involving parents/carers to the police.

Appendix 1 (Compiled using NSPCC 2016 and UKCCIS 2016 publications) Sexting aka. "Youth produced sexual imagery": Advice and Information for Hatton Academies Trust staff

<u>**Advice on "youth produced sexual imagery"**</u>
In the parliamentary debate on 14 February 2013 into violence against women and girls, MPs debated (among other issues) "youth produced sexual imagery" in schools. Claire Perry MP highlighted that: 'The problem is children and young people exchanging inappropriate images, content and messages. That is a huge, growing and endemic problem.'

<u>**Research suggests that it is considered normal behaviour by many**</u>
 "Youth produced sexual imagery" involves creating, sharing and forwarding sexually suggestive rude (or nearly rude) images. It is more likely to be instigated by boys, and extended distribution or 'exposure' can have significant emotional implications.

What is particularly worrying is that research suggests that it is considered normal behaviour by many.

According to a 2016 NSPCC/Office of the Children's Commissioner England study it was found that just over one in ten boys and girls (13%) had taken topless pictures of themselves (around one in four of those were girls) and 3% had taken fully naked pictures. Of those who had taken sexual images, 55% had shared them with others. 31% of this group had also shared the image with someone that they did not know.

Although most young people aren't creating or sharing this type of imagery, the potential risks are significant and there is considerable concern about the issue in schools and amongst parents. Research conducted by 'The Key' found that 61% of its secondary school head teacher members reported 'sexting' as a concern. This placed it higher than drugs, obesity and offline bullying in terms of frequency of reporting as a concern.

<u>**What we know about "Youth produced sexual imagery"**</u>
The NSPCC asked the Institute of Education, King's College London, the London School of Economics and the Open University to conduct a small-scale qualitative study to improve understanding of "Youth produced sexual imagery" and the use of mobile technology by young people.

The researchers conducted focus group interviews with 120 young people aged 13 to 14 across three counties in England and published their findings in 2012: *A qualitative study of children and young people and '"Youth produced sexual imagery': a report prepared for the NSPCC*.

Main findings
The main messages from the NSPCC research include the following.
- The main threat is from technology-mediated sexual pressure from the ever-widening circles of peers, rather than 'stranger danger'.
- Youth produced sexual imagery" is often coercive and linked to harassment, bullying and even violence.
- Girls are most adversely affected – primarily, boys harass girls.

- Technology amplifies the problem, increasing the objectification of girls and offering a convenient means of making and disseminating inappropriate messages and images.
"Youth produced sexual imagery" reveals wider sexual pressures.
- Ever younger children are affected – the impact on Year 8 was greater than in Year 10.
- "Youth produced sexual imagery" practices are culturally specific, with girls being subject to oppressive, racialised beauty norms and boys being subject to competitive masculinity – both linked to commercial culture.
- More support and resources are vital.

A very worrying picture
The research presented a very worrying picture of life in secondary school, particularly for girls.

Girls were repeatedly asked to send images of themselves (often through bullying and intimidation). If they gave in, they were vulnerable to being labelled as 'sluts', with very little control over the further distribution of images

The circulation of pictures is a form of popularity currency, particularly among boys. The NSPCC found that both boys and girls blamed girls for sending the pictures.

Pressurised yet voluntary
'They choose to participate but they cannot choose to say "no"'
The researchers found that: 'Much of young people's talk, therefore, reflects an experience that is pressurised yet voluntary – they choose to participate but they cannot choose to say "no".

They suggest that the young people they talked to were well aware of how to protect themselves from strangers online, but had greater difficulty when it came to reducing risk from known peers, *(N.B. this is where our work in educating students to become resilient and e-safety aware is so important Sir Christopher Hatton Academies Trust comes in).*

Resigned attitudes
Many of the young people felt that they had few friends who could be trusted, and they could not see a way of publicly disagreeing with the practice: 'There seemed to be a certain resigned individualistic attitude in the sense that nothing they could do would change anything, so as long as it didn't [affect] them personally, there was no point in trying'.

This also applies to the pressure on boys to behave in a certain macho masculine way or be at risk of being labelled 'gay', *(N.B. another reason for our Sir Christopher Hatton's work with Stonewall and in dealing with discriminatory language).*

Sexist abuse and physical harassment
What is perhaps particularly worrying, according to the NSPCC research, is the general prevalence of sexist abuse and physical harassment that "Youth produced sexual imagery" is part of. Girls were subject to sexual harassment on a regular basis. "Youth produced sexual imagery" is only one expression of this.

Exposure
The NSPCC report talks about 'exposure', which is 'a term used by the young people to describe the unwanted posting of private pictures or text to Facebook or Blackberry messaging'.

Exposure ranged from proving that someone told a lie to taking a picture of them when they weren't expecting it. They found that girls were constantly under threat of exposure, and that this could have an impact on their emotional wellbeing.

Sharing personal images and videos
Dr Andy Phippen of Plymouth University wrote a report in 2009, entitled *Sharing personal images and videos among young people*, based on research carried out by the South West Grid for Learning and Plymouth University.

Of the 535 respondents, 56% were aware of times when images and videos were distributed further than the intended recipient, but only 23% believed that this was intended to cause upset.

Blasé attitudes
Dr Phippen's particular concern was the relaxed attitude that there seemed to be about it: 'The survey clearly shows a population fully aware of the concept of "Youth produced sexual imagery" and a significant subset who are actively engaged with the practice.

What is particularly worrying is the somewhat blasé attitudes to the subject'.
Some 40% of respondents did not see anything wrong with a topless image, and 15% did not take issue with a naked image.

Also, 40% said they knew friends who carried out the practice of "Youth produced sexual imagery", and 27% of respondents said that "Youth produced sexual imagery" happens regularly or all of the time.

The school's role

Discuss "Youth produced sexual imagery" with pupils
In Dr Phippen's research only 27% thought that young people needed more support and advice about "Youth produced sexual imagery", and only 24% would turn to a teacher if they were affected by it. However, he suggests that schools should be more prepared to discuss "Youth produced sexual imagery" with their pupils, as they may not be fully aware of the implications of their actions. (This is why we provide extra training and assemblies etc.).

The NSPCC found that girls often said that they would go to their mum or go to a teacher if something became particularly upsetting, but this was a 'rote' answer. Overall, there was a culture of silence, as girls were also concerned about being seen as a 'grass'.

Discuss sexual matters as part of anti-bullying initiatives
Reference to the use of mobile technologies should be included in anti-bullying policies
The NSPCC points out that there is a fine line between "Youth produced sexual imagery" and bullying, and it is important that teachers are willing to discuss sexual matters as part of their anti-bullying initiatives.

The difference in perception of "Youth produced sexual imagery" according to gender needs careful handling, says the NSPCC report: 'We found considerable evidence of an age-old double standard, by which sexually active boys are to be admired and "rated", while sexually active girls are denigrated and despised as "sluts".

The Law
Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically:
It is an offence to possess, distribute, show and make indecent images of children.

The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

'Indecent' is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or District Judge to decide based on what is the recognised standard of propriety. For most purposes, if imagery contains a naked young person, a topless girl, and/ or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

Criminalisation of children
The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. It was also created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse. It was not intended to criminalise children.

Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law.

We should not, however, unnecessarily criminalise children. Children with a criminal record face stigma and discrimination in accessing education, training, employment, travel and housing and these obstacles can follow a child into adulthood.

Whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.

Outcome 21
Every 'crime' recorded on police systems has to be assigned an outcome from a predefined list of outcome codes. As of January 2016 the Home Office launched a new outcome code (Outcome 21) to help formalise the discretion available to the police when handling crimes such as "youth produced sexual imagery".

Outcome 21 states:
This means that even though a young person has broken the law and the police could provide evidence that they have done so, the police can record that they chose not to take further action as it was not in the public interest.

DBS certificates
It is not possible to categorically say that an incident of youth produced sexual imagery recorded on police systems with Outcome 21 would never be disclosed on a DBS certificate.

However, a decision to disclose information on a DBS certificate is made on the basis of whether that information is relevant to the risk an individual might pose to children, young people or vulnerable adults.

Information falling short of conviction or caution can only be included on a DBS certificate when an individual has applied for an Enhanced Criminal Records Check. In such cases it would be for a chief officer to consider what information (in addition to convictions and cautions held on the Police National Computer) should be provided for inclusion on a DBS certificate.

If as a result of a police investigation Outcome 21 was considered appropriate then this would indicate that a criminal justice sanction had not been considered proportionate. If this was an isolated incident, it is then unlikely that there would be many instances in which the disclosure test which the chief officer must apply would be passed.

Consequently, schools and colleges can be confident that the police have discretion to respond appropriately in cases of youth produced sexual imagery and to record incidents in a way which should not have a long term negative impact on young people.

Further investigation, resulting from the crime report, which could provide evidence sufficient to support formal action being taken against the suspect is not in the public interest. This is a police decision.

Informing parents (or carers)
Parents (or carers) should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm (Usually by the DSL or HoY). Any decision not to inform the parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases DSLs may work to support the young people to inform their parents themselves.

Reporting incidents to the police
If it is necessary to refer to the police (In all but the smallest minority of cases this would be done by the DSL), contact should be made through existing arrangements. This may be through a safer schools officer, a PCSO (Police Community Security Officer), local neighbourhood police or by dialling 101.

Once a report is made to the police, the report has to be recorded and the police will conduct an investigation. This may include seizure of devices and interviews with the young people involved.

Things to be aware of when making reports to the police:

• Be aware that the police are not able to offer general advice on incidents. If the children involved are named or specifics are provided they are duty-bound to record and investigate all criminal activity reported.

• When making a report through the 101 service, be aware that the person answering the call is a call handler who deals with a wide variety of crimes and may not have specialist knowledge in this area. Ensure any crime reference numbers provided are recorded.

• Safer Schools Officers (where available) are able to offer direct support to schools on prevention and advice on management of incidents.

Difficulties in defining harmful sexual behaviours displayed by children and young people are made worse by a general lack of knowledge of childhood sexuality and what constitutes normal sexual development. The Hackett (2012) continuum of children and young people's sexual behaviours (fig.1) shows how behaviours exist on a continuum from normal to highly abnormal.

A continuum of behaviours

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin et al (2002, p208) suggest a child's sexual behaviour would be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers

Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:
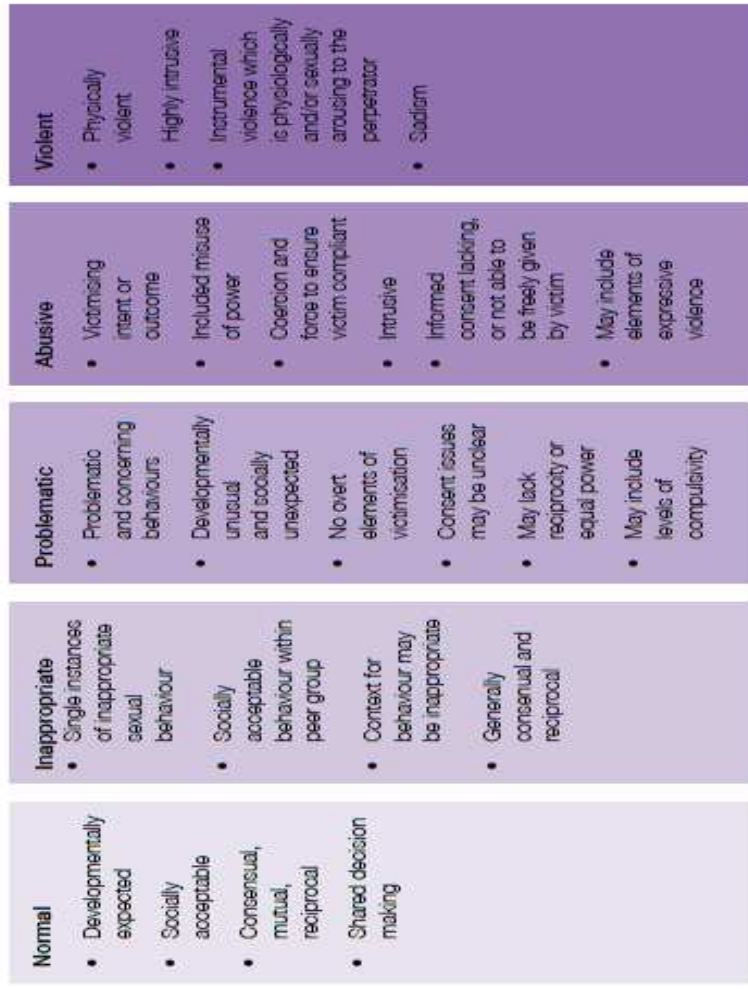
Normal	Inappropriate	Problematic	Abusive	Violent
• Developmentally expected	• Single instances of inappropriate sexual behaviour	• Problematic and concerning behaviours	• Victimising intent or outcome	• Physically violent
• Socially acceptable	• Socially acceptable behaviour within peer group	• Developmentally unusual and socially unexpected	• Included misuse of power	• Highly intrusive
• Consensual, mutual, reciprocal	• Context for behaviour may be inappropriate	• No overt elements of victimisation	• Coercion and force to ensure victim compliant	• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
• Shared decision making	• Generally consensual and reciprocal	• Consent issues may be unclear	• Intrusive	• Sadism
		• May lack reciprocity or equal power	• Informed consent lacking, or not able to be freely given by victim	
		• May include levels of compulsivity	• May include elements of expressive violence	

fig 1: Hackett continuum of behaviours[23]