

# Anti-Bullying Policy

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## 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 Online 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 Online 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 Online Safety and Behaviour and 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, sexist, 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:

Malicious Communications Act 1988 – 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.

Children Act 1989 - 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.

The Education and Inspections Act 2006 - 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.

The Equality Act 2010 - 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.

The Education Act 2011 - 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 no need to have parental consent to search through a young person's mobile phone.

The Education (Independent School Standards) Regulations 2014 - 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.

The Trust's Responsibilities With Regards to Incidents Outside of School Hours - 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 Online 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 themselves 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
- Spends too much of time in school alone

These signs and behaviours could indicate other problems, but bullying should be considered. (Also see the Behaviour and Online Safety 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, and Online 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 Academy's Behaviour policy (and where necessary with reference to the Online Safety 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 is helpful to empower the pupil 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 Online Safety policy).
- 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
- 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
- To encourage all members of the academy community to be 'Upstanders not Bystanders'
- Offering advice and guidance to parents/carers through the academy communications.

Ensuring that through form time, assemblies, citizenship and the life skills 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 of the academy community can be a victim; this policy also applies to the bullying of school staff, whether by pupils, parents or other staff.

### 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 Behaviours

### 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 SLT 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 Victoria Primary Academy have been trained to use the academy's behaviour recording system. We use BehaviourWatch to record incidents of poor behaviour and potential bullying. The behaviour recording system is monitored each week by the SLT 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.

#### 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 reassure the victim that they have done the right thing by speaking up and their concerns are valid.
2. Refer the incident to the Phase Leader and DSL and record the incident on Class Charts as 'bullying'. At this stage either the Phase Leader or DSL will continue with the procedure as appropriate.
3. Before taking any action, the Phase Leader or DSL will hear both sides and assess the nature of the problem, keep an open mind and not jump to any conclusion. If after this they believe bullying behaviour has in fact taken place, we will take action.
4. The Phase Leader or DSL will discuss support strategies, and the outcome the victim is seeking with the victim
5. The Phase Leader or DSL will record the incident on Class Charts and set in motion any support for the victim that is required. Inform the Principal. This might include counselling, regular check-ins and meet and greets.
6. Inform parents/carers so that we can work in partnership to support the child.
7. Inform other adults who work with the child (with the child's consent).

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

- 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 consequences as set out in the Behaviour and Relationship Policy if the perpetrator is a child
- If the perpetrator is a member of staff, follow the Disciplinary and Grievance Policies
- 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;
  - Enforce a suspension
  - Consider permanent exclusion

The Academy Committee will monitor suspensions and permanent 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 Curriculum 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
- Designate a member of staff as the academy 'Anti-Bullying Lead'
- Train anti-bullying ambassadors to support their peers on the playground
- Develop the resilience, emotional wellbeing and mental health of the entire academy community (including students and staff)
- Designate 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
- Deliver online safety training and awareness to students during ICT lessons to combat cyber bullying

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

Ensuring that through, assemblies and the PHSE curriculum children:

- Learn about building safe and healthy relationships in a variety of contexts and situations
- Understand how to recognise and challenge stereotypes
- Refuse to support values or actions that may be harmful to individuals or communities
- Recognise that the love and commitment required for a secure and happy childhood can also be found in families of different kinds
- Respect religious, social and cultural diversity

### 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.

### 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.

## 12.4. Ecton Village Primary Academy is committed to:

### Ethos Statement

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.

### 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 reassure the victim that they have done the right thing by speaking up and their concerns are valid.
2. Refer the incident to the class teacher and the DSL. The incident will be recorded on CPOMS as 'bullying'. At this stage the DSL will continue with the procedure as appropriate.
3. Before taking any action the DSL will hear both sides and assess the nature of the problem, keep an open mind and not jump to any conclusion. If after this they believe bullying behaviour has in fact taken place we will take action.
4. The DSL will discuss support strategies, and the outcome the victim is seeking with the victim.
5. The DSL will record the incident on CPOMS and set in motion any support for the victim that is required. This might include counselling, regular check-ins and meet and greets.
6. Inform parents / carers so that we can work in partnership to support the child.
7. Inform other adults who work with the child (with the child's consent).

### Dealing With Cases Of Bullying Behaviour (perpetrator/s)

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 consequences as set out in the Behaviour and Relationship Policy if the perpetrator is a child
- If the perpetrator is a member of staff, follow the Disciplinary and Grievance Policies.

- 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 future expectations
- Monitor future behaviour
  
- In severe or repeated situations where the perpetrator is a child we may;
  - Enforce a suspension
  - Consider permanent exclusion

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

All incidents of bullying will be recorded on CPOMs. The Principal 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 talk about their problems (using principals of Restorative Approaches)
- 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 and provide regular anti-bullying training for staff

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 monster
- 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
- Develop the resilience, emotional wellbeing and mental health of the entire academy community (including students and staff)
- 
- Deliver online safety training and awareness to students during ICT lessons to combat cyber bullying
- Offer advice and guidance to parents/carers through the academy communications.

Ensuring that through, assemblies and the PHSE curriculum children:

- Learn about building safe and healthy relationships in a variety of contexts and situations
- Understand how to recognise and challenge stereotypes
- Refuse to support values or actions that may be harmful to individuals or communities
- Recognise that the love and commitment required for a secure and happy childhood can also be found in families of different kinds
- Respect religious, social and cultural diversity

#### Parents/Carers

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.

#### 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.

## **Appendix 1 – Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020)**

This guidance for all Hatton Academies Trust staff working with children or young people in an education covers all areas such as background and context information, handling incidents and education children and young people. Please click on the link above to download the full document

### **What do we mean by sharing nudes and semi-nudes?**

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

### **What to do if an incident comes to your attention**

**Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.**

**Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

**Do not** delete the imagery or ask the young person to delete it.

**Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

**Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

**Do not** say or do anything to blame or shame any young people involved.

**Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

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:

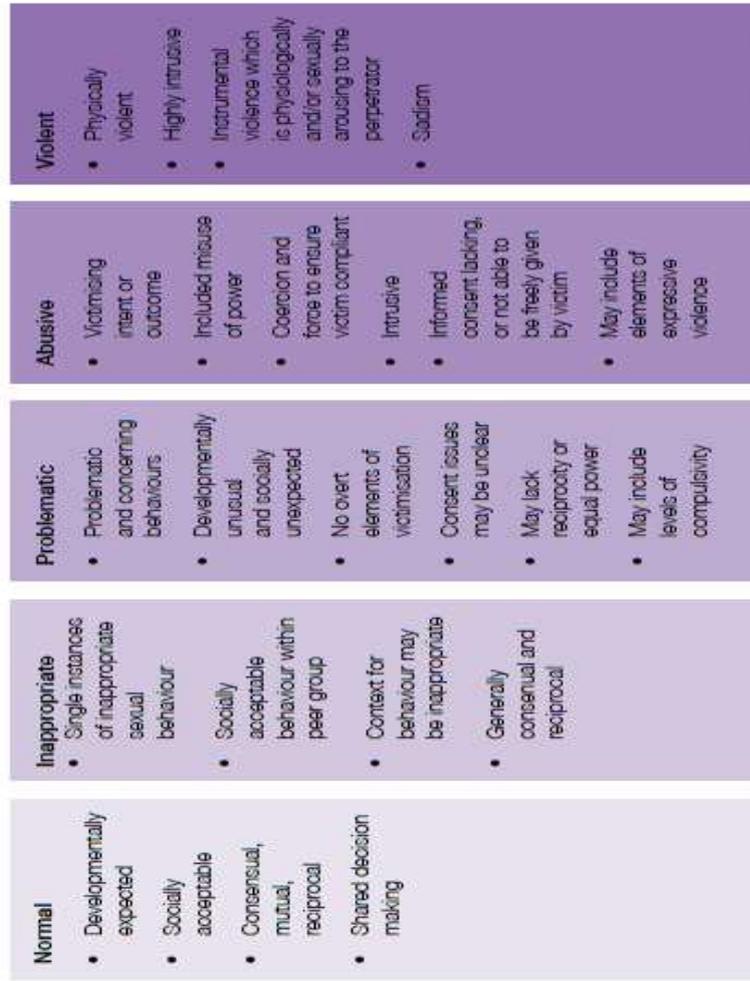


fig 1: Hackett continuum of behaviours<sup>23</sup>