Anti-bullying Policy
Reach Academy Feltham

We believe that for everyone to benefit from our learning community, Reach Academy Feltham should be a place where all are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation.

We believe that all children and young people have the right to protection from harm, neglect and abuse and that their well-being is of paramount importance.

The school has a system of rewards which aims to motivate and encourage students as well as helping to build individual self-confidence and self-esteem. Reach Academy Feltham values everyone's unique contribution to our community.

Everyone has a responsibility for safeguarding and promoting the well-being of all students and all staff have a duty of care, to ensure our students are protected from harm.

Our philosophy is one which places consistency at its heart and we will therefore embed our beliefs around bullying in all communication both internal and external. We will ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.

Approved by:	Date
Approval Signature:	
Policy Holder:	
Policy Holder Signature:	
Last reviewed on:	
Next review due by:	

1. Policy Statement

1. The School Standards and Framework Act 1998 requires maintained Schools to have an anti-bullying policy.
2. Reach Academy Feltham recognises bullying to be the wilful, conscious desire to hurt, or threaten or frighten someone else. All bullying is aggression, either verbal or psychological, although not all aggression is necessary bullying.

2. Aims and Objectives

This policy aims to produce a consistent school response to any bullying incidents that may occur and to produce a consistent school culture which seeks to minimise the occurrence of any bullying incidents.

The aims of our anti-bullying policy:

- To assist in creating an ethos in which attending Reach Academy Feltham is a positive experience for all members of our community;
- To make it clear that all forms of bullying are unacceptable at Reach Academy Feltham;
- To enable everyone to feel safe while at Reach Academy Feltham and encourage students to report incidents of bullying;
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying;
- To support and protect victims of bullying and ensure they are listened to;
- To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change;
- To liaise with parents and other appropriate members of the Academy community; and
- To ensure all members of our community feel responsible for helping to reduce bullying and are aware of the school's opposition to bullying.

The objectives of our anti-bullying policy:

- Our whole community can evidence ownership of the Academy anti-bullying policy;
- To maintain and develop effective listening systems for children and staff within Reach Academy Feltham;
- To involve all staff in dealing with incidents of bullying effectively and promptly;
- To equip all staff with the skills and information necessary to deal with incidents of bullying;
- To involve the wider Academy community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and if necessary referring, bullying incidents;
- To communicate with parents and the wider Academy community effectively on the subject of bullying;
- To acknowledge the key role of every staff member in dealing with incidents of bullying;
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations; and
- To promote emotional health and wellbeing across the whole Academy/setting and for all members of our community to role-model this in all situations.

3. Legislation and statutory requirements

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education" 2016.

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014 (if appropriate)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4. Philosophy and principles

1. We believe that for everyone to benefit from our learning community, Reach Academy Feltham should be a place where students, staff, supporters, families and other visitors are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation.
2. We believe that all children and young people have the right to protection from harm, neglect and abuse and that their well-being is of paramount importance. Reach Academy Feltham aims to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence.
3. The school has a system of rewards which aims to motivate and encourage students as well as helping to build individual self-confidence and self-esteem. Reach Academy Feltham values everyone's unique contribution to our community.
4. Everyone has a responsibility for safeguarding and promoting the well-being of all students and all staff have a duty of care, to ensure our students are protected from harm.
5. Our philosophy is one which places consistency at its heart and we will therefore embed our beliefs around bullying in all communication both internal and external. We will ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.

6. Roles and Responsibilities

1. **The role of governors**

The governing body supports the Executive Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Executive Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Executive Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

2. **The role of the Executive Headteacher**

It is the responsibility of the Executive Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Executive Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Executive Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Executive Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Executive Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Executive Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Executive Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

3.   **The role of the teacher**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Executive Headteacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Executive Headteacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Executive Headteacher may contact external support agencies such as the social services. Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

4.   **The role of parents**
Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7.   Anti-Bullying Education in the Curriculum
1. The Academy will raise the awareness of the anti-social nature of bullying through a PSHE and Team Reach (Citizenship) programme, assemblies, the school council, use of tutorial/form time and in the national curriculum programmes of study as appropriate in an attempt to eradicate such behaviour as well as to ensure that it is socially accepted and expected that bullying will not be tolerated.
2. The Phase Leader (Assistant Executive Headteacher) is responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the Team Reach (PSHE and Citizenship) curriculum, with guidance from the Vice-Executive Headteacher (Head of Secondary).
3. Subject Leads are responsible for introducing anti-bullying material in their programmes of study as appropriate.

6.   Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Sexual	Unwanted physical contact or sexually abusive comments
Racist	Racial taunts, graffiti, gestures
Homophobic	Because of, or focussing on the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber	All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera &video facilities

7. Bullying is not:
It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

8. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the Academy. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Students must be encouraged to report bullying at the Academy.
9.
10. The Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the Academy policy.

3. Links to the behaviour policy:
Reach Academy Feltham's behaviour policy is a robust document underpinned by the belief that we have a duty to educate all children in our care in ways which promote positive behaviour and interactions. The behaviour policy and its implementation within the school therefore centres around the promotion of values and character traits that it is believed will lead to the achievement of our vision. We seek and will continually strive to seek the absence of negative influences in the lives of our pupils, therefore banning the use of mobile telephones in school for example. For further examples of how the behaviour policy and the anti-bullying policy complement each other please see the Behaviour Policy.

5. Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Executive Headteacher or his/her named representative.
- The Executive Headteacher or named representative will interview all concerned and will record the incident
- The form tutor/advisor will be kept informed and if it persists he/she will advise the appropriate subject teachers
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation will all parties concerned

Students

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassurance by staff;
- offer of continuous support; and
- restoration of self-esteem and confidence.

Students who have bullied will be helped by:

- discussing what happened;
- discovering why the student became involved;
- establishing the wrong-doing and need to change; and
- informing parents or guardians to help change the attitude of the student.

The following disciplinary steps can be taken:

- official warnings to cease offending;
- detention;
- exclusion from certain areas of Academy premises;
- minor fixed-term exclusion;
- major fixed-term exclusion; and
- permanent exclusion.

7. Online safety

Students at Reach Academy Feltham deem sexting as inappropriate and unsafe behaviour which threatens the social, emotional and/or physical safety of students. Although sexting is typically voluntary at first, it raises many serious legal and social concerns, especially when the images are spread beyond the control of the sender. Sexting can result in humiliation, bullying and harassment of students. The school has a responsibility to prevent sexting and the dissemination of inappropriate or offensive material and to educate both students and staff about both the legal and social dangers of sexting.

The below outlines the steps will be taken if there is a suspicion or a report of sexting occurring.

Definition:
The term 'sexting' is derived from texting and refers to the sending of sexually provocative material (including photos, videos and sexually explicit text) from modern communication devices or applications, such as mobile phones, tablets, email, social networking sites and instant messaging services.

Images or Videos generated
- By children under the age of 18,or
- Of children under the age of 18 that are of a sexual nature or are indecent.

What the law says:
It is important to be aware that young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to:
- Take an indecent photograph or allow an indecent photograph to be taken;
- Make an indecent photograph (this includes downloading or opening an image that has been sent via email);
- Distribute or show such an image;
- Possess with the intention of distributing images;
- Advertise; and
- Possess such images.

Sexting is classed as illegal as it constitutes sharing and/or possessing an indecent image of a child. Sexting may also be considered a form of cyber bullying when nude or sexually suggestive images are uploaded and shared on the internet, for example on Facebook. This is especially the case where images are shared past the intended audience or when accompanied by nasty comments.

Implementation:
When becoming aware that sexting by a student is likely to have occurred all staff members are required to notify Rebecca Cramer, Secondary Head or Ed Vainker, Executive Headteacher and

contact the designated person for child protection (Georgia Strong in Secondary or Lydia Gibbs in Primary). In the event of their absence the deputy should be contacted immediately (Mangala Nanda). The allegation will first be investigated by the Head of School and the parents of all students involved will be contacted. Staff members are not permitted to forward, copy or print any sexting images; however, if the nature of the sexting is deemed by the Head of School to be of a serious nature, the Police will be contacted.

Searching a device – what are the rules?

NEVER

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student UNLESS there is clear evidence to suggest that there is an immediate problem.
- Print out any material for evidence
- Move any material from one storage device to another

ALWAYS

- Inform the Child Protection Officer (CPO)
- Record the incident
- Act in accordance with school safeguarding and child protection policies and procedures
- Inform relevant colleagues/senior management team about the alleged incident before searching a device.

If there is an incident image of a child on a website or a social networking site then you should report the image to the site hosting it.

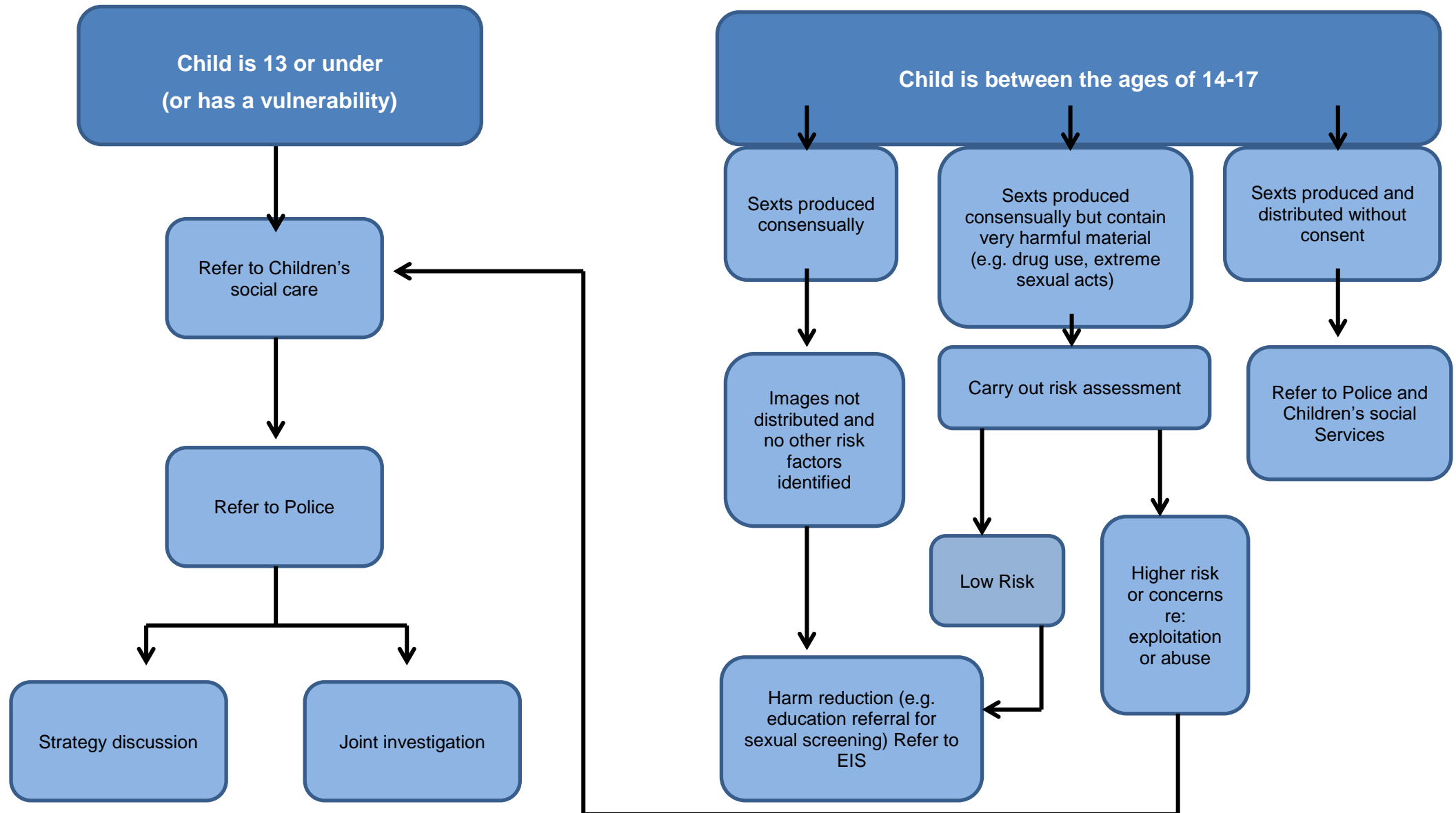**What to do and not to do with the image – what are the rules?**

NEVER

- View the image unless there is clear reason to do so
- Send, share of save the image anywhere
- Allow students to do any of the above

ALWAYS

- Confiscate and secure the device(s)
- Block the network to all users and isolate the image

Sexting – Response process for REACH professionals

Child is 13 or under (or has a vulnerability)

- Refer to Children's social care
  - Refer to Police
    - Strategy discussion
    - Joint investigation

Child is between the ages of 14-17

- Sexts produced consensually
  - Images not distributed and no other risk factors identified
    - Harm reduction (e.g. education referral for sexual screening) Refer to EIS

- Sexts produced consensually but contain very harmful material (e.g. drug use, extreme sexual acts)
  - Carry out risk assessment
    - Low Risk → Harm reduction (e.g. education referral for sexual screening) Refer to EIS
    - Higher risk or concerns re: exploitation or abuse → Refer to Children's social care

- Sexts produced and distributed without consent
  - Refer to Police and Children's social Services → Refer to Children's social care

8. Monitoring, evaluation and review

1. This policy will be promoted and implemented throughout the Academy. This policy is monitored on a day-to-day basis by the Executive Headteacher who delegates responsibility to the Primary and Secondary Headteacher and the senior leadership team, who report to governors about the effectiveness of the policy on request.
2. This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's incident log, and by discussion with the Executive Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

9. Equality Impact Statement

1. We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race quality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

Appendix 1: Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

- Childline: www.childline.org.uk

- Family Lives: www.familylives.org.uk

- Kidscape: www.kidscape.org.uk

- MindEd: www.minded.org.uk

- NSPCC: www.nspcc.org.uk

- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

- PSHE Association: www.pshe-association.org.uk

- Restorative Justice Council: www.restorativejustice.org.uk

- The Diana Award: www.diana-award.org.uk

- Victim Support: www.victimsupport.org.uk

- Young Minds: www.youngminds.org.uk

- Young Carers: www.youngcarers.net

- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools SEND • Changing Faces: www.changingfaces.org.uk

- Mencap: www.mencap.org.uk

- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25 Cyberbullying • Childnet International: www.childnet.com

- Digizen: www.digizen.org

- Internet Watch Foundation: www.iwf.org.uk

- Think U Know: www.thinkuknow.co.uk

- UK Safer Internet Centre: www.saferinternet.org.uk

- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis September 2017, Education Safeguarding Team, Kent County Council 10 Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk • Kick it Out: www.kickitout.org • Report it: www.report-it.org.uk

- Stop Hate: www.stophateuk.org

- Tell Mama:www.tellmamauk.org

- Educate against Hate: www.educateagainsthate.com/ • Show Racism the Red Card: www.srtrc.org/educational LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

- Metro Charity: www.metrocentreonline.org

- EACH: www.eachaction.org.uk

- Proud Trust: www.theproudtrust.org

- Schools Out: www.schools-out.org.uk

- Stonewall: www.stonewall.org.uk Sexual harrassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk o A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

• Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual gender-related bullying: www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-