

Additional Policies Relating to Safeguarding

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POLICY SUMMARIES

Dealing with Allegations of Abuse and Staff and Volunteers:

- School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children.
- Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.
- To fulfil its commitment to the welfare of children, Reach Academy Feltham has a procedure for dealing with allegations of abuse against members of staff and volunteers.
- The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.
- In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Reach Academy Feltham Whistleblowing Policy.

Safer Recruitment Policy

- This policy sets out how the school will:
 - o Be robust in protecting both children and young people and those adults working with them;
 - o Attract the best possible applicants to vacancies;
 - o Deter prospective applicants who are unsuitable for work with children or young people; and
 - o Identify and reject applicants who are unsuitable for work with children and young people.
- The Governors fully recognise that applicants of both sexes and of all racial groups have a right to equal opportunity in employment.

Anti-Bullying Policy

- 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.

DEALING WITH ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF AND VOLUNTEERS

September 2017

Signature:

Date:

1 POLICY STATEMENT

- 1.1 All children and adults have a fundamental right to be protected from harm.
- 1.2 The Governors of Reach Academy Feltham have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Schools should identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.
- 1.3 School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children.
- 1.4 Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.
- 1.5 To fulfil its commitment to the welfare of children, Reach Academy Feltham has a procedure for dealing with allegations of abuse against members of staff and volunteers.
- 1.6 The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.
- 1.7 In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Reach Academy Feltham Whistleblowing Policy.
- 1.8 The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant guidance and in the local inter-agency procedures.
- 1.9 The policy should be read in conjunction with the Whistleblowing Policy and Code of Conduct.
- 1.10 A summary of the procedure can be found in section 4.

2 SCOPE

- 2.1 The procedure applies to all adults employed by the school or all adults volunteering in the school.

3 GENERAL PRINCIPLES

- 3.1 The following procedure should be used in respect of all cases in which it is alleged that a member of staff or a volunteer in the school has:
 - behaved in a way that has harmed a child, or may have harmed a child, or;
 - possibly committed a criminal offence against or related to a child, or;
 - behaved towards children in a way that indicates s/he is unsuitable to work with children.

- 3.2 In addition, the procedure also applies if a concern arises about a member of staff in his/her private life which indicates that they may be unsuitable to work with children.
- 3.3 It is imperative that everyone who deals with allegations of abuse maintains an open and enquiring mind. Even allegations that appear less serious must be followed up and taken seriously. The procedure aims to provide effective protection for the child and support for the person who is the subject of the allegation.

3.4 Timescales

- 3.4.1 It is in everyone's interests to resolve cases as quickly as possible, consistent with a fair and thorough investigation and avoid unnecessary delay. Indicative timescales for each stage of the process are set out in section 4. However, it is recognised that the time taken to investigate and resolve individual cases may depend on a variety of factors, including the seriousness and complexity of the case.

3.5 Confidentiality

- 3.5.1 Whilst an allegation is being investigated, every effort should be made to maintain confidentiality. It might be necessary however, for staff to be informed so far as is necessary, particularly in the case of allegations involving Head teachers.
- 3.5.2 Consideration will also need to be given as to whether to make a brief statement to parents of children in the school to provide an element of reassurance and to continue to provide information throughout the investigation.
- 3.5.3 The police will not normally provide any information to the press or media that might identify an individual, unless or until the person is charged with a criminal offence.

3.6 Information sharing

- 3.6.1 During an initial evaluation of the case, or strategy discussion (see section 4.3.4), the agencies concerned should share all the relevant information that they have about the person who is the subject of the allegation and about the alleged victim.
- 3.6.2 If applicable and where possible, the police and children's services and social care should obtain consent from the individuals concerned to share the statements and evidence they obtain during the course of their investigations with the school for disciplinary purposes. This should be done as the investigation proceeds rather than after it is concluded. When considering further action, schools should therefore take account of any relevant information obtained in the course of those enquiries.

3.7 Suspension

- 3.7.1 Suspension should not be seen as an automatic response to an allegation. A person must not be suspended without careful consideration, taking into account the seriousness and plausibility of the allegation and the risk of harm to the pupil concerned. Suspension should therefore be intended as a safeguard for both the child making the allegation and the member of staff against whom the allegation has been made.
- 3.7.2 In general, suspension should only be considered in any case where there is cause to suspect a child is at risk of significant harm, it is necessary to allow any investigation to continue unimpeded or is so serious that if proven it might be grounds for dismissal.
- 3.7.3 The power to suspend is vested in the Principal, Secondary Head Teacher and governing body. However, it would be appropriate for the views of the police/children's services social care to be canvassed prior to any final decision being made as to whether to suspend a member of staff.
- 3.7.4 If the initial suspension meeting takes place prior to the strategy discussion, care should be taken in relation to the amount of information given to the member of staff.
- 3.7.5 Schools should also consider whether the result that would be achieved by suspension could be achieved by alternative arrangements, such as paid leave of absence, additional supervision, undertaking different duties at school or at home.

- 3.7.6 A decision to suspend can be made at any stage during the investigation process, reviewed in the light of new evidence and should be carried out in accordance with the procedure set out in the Disciplinary Policy.
- 3.7.7 Suspension or alternative measures should be in place for as short a length of time as possible and if it is agreed that a member of staff is to return to work, careful planning needs to take place to ensure the situation is managed as sensitively as possible.

3.8 Records

- 3.8.1 It is important that a clear and comprehensive summary recording the outcome of any allegations is kept on a person's file and a copy provided to the individual.
- 3.8.2 All documents relating to an investigation must be retained until at least the person has reached normal retirement age or for a period of 10 years from the date of the allegation, if that is longer. This includes all allegations, even if unfounded or malicious (refer to definitions at Appendix B). This enables accurate information to be given in response to any future request for a reference and will help provide clarity where a future CRB disclosure reveals police information that an allegation was made but did not result in a prosecution or conviction. Such a record also serves to protect the employee from unnecessary re-investigation if allegations resurface after a period of time.
- 3.8.3 Some cases must be reported to the DfE for consideration of including the person on relevant lists. (see Step 5, Referral).
- 3.8.4 A copy of the allegation should also be placed on the pupil's file, together with a written record of the outcome.

3.9 Support

- 3.9.1 Parents or carers of a child or children involved should be told about the allegation as soon as possible (with the proviso of 4.2.3). They should also be kept informed about the progress of the case, including suspension and told the outcome where there is not a criminal prosecution. This also includes the outcome of any disciplinary process.
- 3.9.2 In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's services social care or the police as appropriate, should also consider what support the child, children and their parents may need.
- 3.9.3 The school should keep the person who is subject of the allegations informed of the progress of the case and consider what other support is appropriate, such as making them aware of the Staff Counselling Service (Place2Think) where appropriate. If the person is suspended, they should be kept informed about developments at the school. Social contact with colleagues and friends at the school should not necessarily be precluded.
- 3.9.4 A Guidance leaflet (see Appendix 1 of the toolkit) will be made available to all staff who are facing an allegation of child abuse. It would also be appropriate for schools to ask the individual whether welfare counselling or the support of a medical adviser (Occupational Health) would be beneficial.
- 3.9.5 Depending on the circumstances of the alleged abuse, support for others at the school, both staff and pupils might also need to be considered.
- 3.9.6 If the allegations are unfounded and no action is to be taken against the member of staff, the Principal / Chair of Governors should still consider whether counselling and/or informal professional advice might be appropriate for all parties, to help rebuild confidence where necessary. Phased return on full pay for the member of staff could be considered and/or the provision of a mentor. A meeting with the employee to discuss such matters would also be helpful.

3.10 Resignations

- 3.10.1 The fact that a person tenders their resignation must not prevent an allegation being followed up in accordance with the procedure outlined at section 4.
- 3.10.2 It is important that every effort is made to reach a conclusion in all cases, including any in which the individual concerned refuses to co-operate with the process.

3.10.3 Compromise agreements must not therefore be used in any allegation cases.

3.11 Oversight and monitoring

3.11.1 The LADO has overall responsibility for the oversight of the procedures for dealing with allegations, and will provide advice and guidance to schools, as appropriate.

3.11.2 The LADO will also monitor the progress of cases and liaise with the police and other agencies to ensure that cases are dealt with as quickly as possible, consistent with a fair and thorough process.

3.11.3 The contact details for the designated LADO are set out at Appendix B of this document.

3.11.4 HR will work with the LADO to ensure the appropriate application of this procedure and will provide specific advice in cases of formal disciplinary action.

4. PROCEDURE

4.1 Step 1: Reporting of Allegations

- 4.1.1 All allegations should be reported to the Principal immediately, unless the allegation is about the Principal in which case it should be reported to the Chair of Governors, or the Vice/Deputy Chair in the Chair's absence.
- 4.1.2 A written, dated record must be made by the Principal/Chair of Governors of the allegations as soon as practicable, but within 24 hours.
- 4.1.3 The LADO should be informed of all the allegations that come to the academy's attention so that they can consult the police and children services social care colleagues as appropriate. If the allegation falls under the remit of 3.1 above, the case should be reported to the LADO on the same day, where practicable.
- 4.1.4 The LADO should also be informed of any allegations that are made directly to the police or children's services social care.
- 4.1.5 The Principal / Chair of Governors should not investigate the allegation at this stage. However, serious consideration will need to be given as to whether it is appropriate to suspend the individual concerned (reference 3.7).

4.2 Step 2: Informing relevant parties

- 4.2.1 The Principal / Chair of Governors should inform the accused person about the allegation as soon as possible after consulting the LADO and subject to 4.2.3 below. If the person is a member of a union or professional association, they should be advised to contact that organisation.
- 4.2.2 If the parents/carers of the child concerned are not already aware of the allegation, the LADO should also discuss with the Principal / Chair of Governors how and by whom they should be informed.
- 4.2.3 However, where a strategy discussion is needed, or the police or children's services social care need to be involved (see 4.3.4 below), the Principal should not inform the relevant parties until those agencies have been consulted and agreed what information can be disclosed.

4.3 Step 3: Initial Evaluation

- 4.3 There may be up to 3 strands in the consideration of an allegation:
 - a police investigation of a possible criminal offence;
 - enquiries and assessment by children's services social care about whether a child is in need of protection or in need of services;
 - consideration by the school of disciplinary/capability action in respect of the individual.
- 4.3.2 The LADO should discuss the matter with the Principal / Chair of Governors, establish that the allegation is within the scope of these procedures and where necessary, obtain further details of the allegation and the circumstances in which it was made.
- 4.3.3 Consideration should also be given as to whether any other children may be likely to be at risk, in the light of the allegation and whether it might be necessary to review any previous allegations made.
- 4.3.4 If there is cause to suspect that a child is suffering or is likely to suffer significant harm, the LADO will contact children services social care and ask for a strategy discussion to be convened straight away. The focus of this discussion will be on the needs of the child or children who may be at risk.
- 4.3.5 The strategy discussion should include the LADO, the Principal and the Chair of Governors and take account of information that the school can provide about the circumstances or context of the allegation and the pupil and member of staff concerned.
- 4.3.6 If the 'threshold of significant harm' has not been reached, but a police investigation might be needed, the LADO should conduct a similar discussion with the police, school and other agencies to evaluate the allegation and decide how best to deal with it.
- 4.3.7 If the allegation is about physical contact, the strategy discussion or initial evaluation should take account of the fact that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances (see also Code of Conduct).

4.3.8 However, the police must always be consulted about any case in which a criminal offence may have been committed.

4.4 Step 4: Action following initial evaluation

- 4.4.1 If the child or children appear to be at risk of significant harm and in need of protection, there should be an urgent referral to local child protection agencies in accordance with the agreed procedures.
- 4.4.2 If as a result of the strategy discussion, there is reasonable belief to suggest that a criminal offence has been committed, the police will carry out a full investigation as outlined in section 4.6.
- 4.4.3 Where the initial consideration decides that the allegation does not involve a possible criminal offence or that there is no significant risk to the child, the LADO should discuss the next steps with the Principal / Chair of Governors and institute action as appropriate within 3 working days.
- 4.4.4 The options open to the school depend on the nature and circumstances of the allegation and the evidence and information available and will range from taking no further action to summary dismissal.
- 4.4.5 The LADO should continue to liaise with the school to monitor the progress of any case and provide advice and support as necessary. Reviews should be conducted at fortnightly or monthly intervals depending on the complexity of the case.

4.5 Unfounded and malicious allegations (refer to Appendix B for definitions)

- 4.5.1 If the allegation is considered to be false, the LADO should refer the matter to children's services social care to determine whether the child concerned is in need of services, or may have been abused by someone else.
- 4.5.2 In respect of malicious allegations, consideration should also be given to whether disciplinary action against the pupil who made the allegation is appropriate.
- 4.5.3 The member of staff should be informed of the allegation verbally and in writing, if this has not already been done in line with 4.2.1. The suspension should be lifted immediately, if applicable. They should be told of the fact that no further action will be taken in accordance with disciplinary/child protection procedures and relevant support considered in respect of their return to work as well as other factors as appropriate on a case by case basis.
- 4.5.4 The Principal / Chair of Governors should also inform the parents of the child or the children of the outcome and consider what counselling and support would be appropriate. Advice and support should be sought from the Local Authority as appropriate.
- 4.5.5 When a decision is made to take no further action, a written record should be made, including the reason for the decision. A copy of this should be provided to the employee.

4.6 Police investigation

- 4.6.1 If a criminal investigation is required, the police will aim to complete their enquiries as quickly as possible consistent with a fair and thorough investigation and will keep the progress of the case under review.
- 4.6.2 A target date should be set for reviewing the progress of the investigation and this should take place no later than 4 weeks after the initial evaluation.
- 4.6.3 When a decision has been made not to charge the individual with an offence or administer a caution, the police should, wherever possible, aim to pass all the information they have to the school within 3 working days, as this may be relevant to a disciplinary case.
- 4.6.4 If the person is convicted of an offence the police should inform the school straight away. The action the school might take will depend on the circumstances of the case and consideration will need to be given to the different standard of proof required in disciplinary and criminal proceedings. For example, it may be the case that whilst there is no criminal prosecution that the standard of proof required for employment law purposes deems that dismissal is appropriate.

4.7 Disciplinary action

- 4.7.1 If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days in accordance with the Reach Academy Feltham Disciplinary Policy.
- 4.7.2 Notwithstanding 4.6.1 above, if a police investigation is being undertaken, consideration will need to be given as to whether disciplinary action can be taken in parallel with the criminal process, or whether the disciplinary process will need to await completion of the police enquiries and/or prosecution. In cases where a disciplinary investigation/action is undertaken in parallel with the criminal process it will have been agreed with the police that there is no requirement to await the completion of enquiries and/or prosecution.
- 4.7.3 Where further investigation is required to inform consideration of disciplinary action, the Principal / Chair of Governors should appoint an appropriate level Investigating Officer, in consultation with HR advisors.
- 4.7.4 If further evidence comes to light during the course of the investigation, referral to child protection agencies may need to be considered.
- 4.7.5 The investigating officer should aim to provide a report to the school within 10 working days.
- 4.7.6 Within 2 working days of receipt of the report, the Principal / Chair of Governors should consult HR and decide whether a disciplinary hearing is needed. If this is the case, the hearing should be held within 15 working days.

5 Step 5: Referral to DfE

- 5.1 On conclusion of the case, where an allegation has been substantiated, the school should consult the LADO who will also liaise with HR about whether a referral to DfE for consideration of action is required, or advisable. If a referral is appropriate the report should be made within one month.

6 Step 6: Formal Review

- 6.1 In cases where an allegation has been substantiated, the LADO should review the circumstances of the case with the Principal / Chair of Governors and determine whether there are any improvements that could be made to the school's procedures/practice, to help prevent similar events occurring in the future.

Appendix A: Definitions

1.1 Types of Allegation

- (i) No further action after initial consideration
Initial consideration means the discussion about whether the alleged incident constitutes an allegation within the scope of the Local Safeguarding Children Board (LSCB) procedures, i.e. the initial discussion with the LADO, Social Care or Police following which there may be no need for further action under the procedures. It does not mean following an initial assessment undertaken in accordance with the Framework for the Assessment of Children in Need and their Families.
- (ii) Unfounded
This indicates that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances. For an allegation to be classified as unfounded, it will be necessary to have evidence to disprove the allegation.
- (iii) Unsubstantiated
This is not the same as a false (malicious) allegation. It simply means that there is insufficient identifiable evidence to prove or disprove the allegation.
- (iv) Malicious
This means there is evidence to show that there has been a deliberate act to deceive and the allegation is false.

1.2 Chair of Governors

Responsible for liaising with the Principal / designated teacher at the school over matters regarding child protection issues, or in the case of allegations against the Principal, liaising with the LA designated officer/HR over appropriate action to take.

1.3 Local Authority Designated Officer (LADO)

Has overall responsibility for ensuring that the school and LA have procedures for dealing with allegations, resolving any inter-agency issues and liaising with schools and the Local Safeguarding Children Board (LSCB) on the subject.

SAFER RECRUITMENT POLICY

September 2017

Signature:

Date:

1. Policy Statement

- 1.1. The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:
 - Be robust in protecting both children and young people and those adults working with them; attract the best possible applicants to vacancies;
 - Deter prospective applicants who are unsuitable for work with children or young people; and
 - Identify and reject applicants who are unsuitable for work with children and young people.
- 1.2. The Governors fully recognise that applicants of both sexes and of all racial groups have a right to equal opportunity in employment. The Equality Act 2010 makes it unlawful to discriminate against an applicant for employment, or an existing employee, on the grounds of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.
- 1.3. The Governing Body regards its staff as its most important asset. It is the policy of the Governing Body to ensure an adequate supply of suitably qualified and experienced staff to meet the school's human resource requirements and to deliver the school development plan.

2. Statutory Requirements

There are some statutory requirements for the appointment of some staff in schools. These requirements change from time-to-time and must be met.

3. Identification of Recruiters

For all roles, the schools will have at least one recruiter has successfully received accredited training in safe recruitment procedures.

4. Inviting Applications

- 4.1. Advertisements for posts – whether in newspapers, journals or on-line – will include the statement
“Reach Academy is committed to safeguarding and promoting the welfare of children and young people. In order to meet this responsibility all candidates will be subjected to a rigorous selection process to discourage and screen out unsuitable applicants.”
- 4.2. Prospective applicants will be supplied with, or pointed to, the following:
 - job description and person specification;
 - the school's child protection policy;
 - the school's recruitment policy (this document);
 - the selection procedure for the post;
 - an application form.
- 4.3. All prospective applicants must complete, in full, an application form, or share detailed information from an agency.

5. Short-listing and References

- 5.1. Short-listing of candidates will be against the person specification for the post
- 5.2. Where appropriate, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage.
- 5.3. References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.

- 5.4. Where necessary, referees will be contacted by telephone or e mail in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- 5.5. Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- 5.6. Referees will always be asked specific questions about:
 - the candidate's suitability for working with children and young people;
 - any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children;
 - the candidate's suitability for this post.
- 5.7. School employees are entitled to see and receive, if requested, copies of their employment references. To get copies they simply need to ask a member of the administer team who will be able to assist them.

6. The Selection Process

- 6.1. Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.
- 6.2. Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview (which may be via visual electronic link).
- 6.3. Candidates will always be required:
 - to explain satisfactorily any gaps in employment;
 - to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
 - to declare any information that is likely to appear on a DBS disclosure;
 - to demonstrate their capacity to safeguard and protect the welfare of children and young people.

7. Employment Checks

- 7.1. All successful applicants are required:
 - to provide proof of identity
 - to complete an enhanced DBS application and receive satisfactory clearance
 - to provide actual certificates of qualifications
 - to complete a confidential health questionnaire
 - to provide proof of eligibility to live and work in the UK

8. Induction

- 8.1. All staff who are new to the school will receive induction training that will include the Academy's safeguarding policies and guidance on safe working practices.
- 8.2. Regular meetings will be held during the first 3 months of employment between the new employees and the appropriate managers.

9. Volunteers, Community, Contractors and Other Agencies

- 9.1. Anyone having direct or close contact with children, and who will be unsupervised, will be required to undertake an Enhanced DBS check or demonstrate, with evidence, that disclosure has been undertaken.
- 9.2. Community volunteers will always be closely supervised if they have contact with children unless they have appropriate DBS clearances.
- 9.3. Other agencies will be asked to guarantee that their workers have appropriate clearances and vetting. If they are unable to do this, then the individuals will be constantly supervised if they are likely to have contact with children or young people.
- 9.4. Contractors will be briefed about the rules that apply to their presence on the site including safeguarding children. If a contractor is likely to be close to children, then the site supervisor or his staff will constantly supervise them.

ANTI-BULLYING POLICY

September 2017

Signature:

Date:

1. Policy Statement

- 1.1. The School Standards and Framework Act 1998 requires maintained Schools to have an anti-bullying policy.
- 1.2. 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. Philosophy and principles

- 2.1. 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.
- 2.2. 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.
- 2.3. 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.
- 2.4. 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.
- 2.5. 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.

2.6. 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

2.7. 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.

- 2.8. 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.
- 2.9. 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.

4. 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.

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 principal or his/her named representative.
- The principal 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.

6. Roles and Responsibilities

6.1. The role of governors

The governing body supports the Principal 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 Principal 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 Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

6.2. The role of the Principal

It is the responsibility of the Principal 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 Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal 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 Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Principal 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.

6.3. 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 Principal, 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 Principal. 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 Principal 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.

6.4. 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

- 7.1. 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.
- 7.2. The Phase Leader (Assistant Principal) 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-Principal (Head of Secondary).
- 7.3. Subject Leads are responsible for introducing anti-bullying material in their programmes of study as appropriate.

8. Monitoring, evaluation and review

- 8.1. This policy will be promoted and implemented throughout the Academy. This policy is monitored on a day-to-day basis by the Principal and the senior leadership team, who report to governors about the effectiveness of the policy on request.
- 8.2. 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 Principal. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

9. Equality Impact Statement

- 9.1. 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 equality, 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.