Anti-Bullying Policy

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Website	Yes
Key individual	Joanna Mahoney Senior Assistant Headteacher

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1. Introduction

The Archer Academy aims to ensure that all members of the school community feel welcome, safe, happy and able to realise their potential in an environment where they belong.

Bullying of any kind prevents this from happening and can impact on students in many ways including their mental health, wellbeing and academic potential, and this will not be tolerated.

At The Archer Academy, we take bullying seriously. We aim to educate our students about the impact of bullying and attempt to reduce instances as much as possible through various means. If bullying does occur, all students, staff and parents should be able to say that all incidents are dealt with promptly and effectively. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at school. It is the responsibility of all members of the school community to implement the Anti-Bullying Policy.

The purpose of this policy is:

- to build an anti-bullying ethos in the school which includes child on child abuse and any incident of discrimination
- to ensure all staff, students and parents have a clear understanding of what bullying behaviour is
- to ensure all stakeholders understand that bullying can happen online and/or in person
- to ensure that all governors and staff know and understand the school policy on bullying and follow it when bullying is suspected or reported
- to ensure that all students parents know the school policy on bullying and feel confident to activate the anti-bullying system
- to increase understanding for students who are bullied

Students in school or on the way to and from the Archer Academy are entitled:

- to feel safe and not be made to feel unhappy by others
- to feel confident to report any incident that has made them feel uncomfortable
- not to be frightened by others
- not to be touched
- not to be teased about protective characteristics of race, religion, disability, social class, gender, sexuality, personal differences, performance at school or any other matter
- not to be made unhappy by unpleasant comments, notes, letters, text messages, e-mails, phone calls, any form of gossip, or by any other means.

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2. Related policies and relevant guidelines

This policy is reinforced by many other school policies and should be read in conjunction with our policies on:

- Safeguarding and Child Protection,
- Equality, Diversity and Inclusion policy,
- Special Educational Needs,
- Behaviour and Rewards
- E-Safety.

This policy was written in line with the Department of Education guidance dated October 2014: Preventing and tackling bullying, Section 89 of the Education and Inspections Act 2006, the Education Act 2011, the Equality Act 2010 and the Children Act 1989 and statutory guidance on child-on-child abuse as set out in Keeping Children Safe in. Education (September 2018)

Some types of harassing or threatening behaviour – or communications – could be a criminal offence, and fall under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. The school will involve the police if in its judgment, an electronic communication was sent with the intent to cause distress or anxiety or 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

3. Roles and responsibilities

The headteacher will be responsible for the implementation of this policy. All staff will be made familiar with the policy as a key element of their induction. The governing body will be responsible for oversight and review of the policy.

4. Definitions and prevention

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals "fall out" with one another.

Bullying can take many forms, but has these three elements in common:

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- hurtful behaviour which is deliberate
- hurtful behaviour which is repeated
- hurtful behaviour from which it is difficult to defend oneself

This policy relates to all types of bullying, including

- racist – racial taunts, graffiti, gestures
- sexist/sexual – unwanted physical contact or sexually abusive comments including harmful sexual behaviours, sexual harassment and abuse
- gender – mistreatment of people because of their gender
- homophobic – because of, or focusing on the issue of sexuality
- ableist– because of or focusing on a disability or special educational need.
- home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.
- and via technology – known as online or cyberbullying including misuse of associated technology, i.e. camera and video facilities including smart phones

We take any incident of bullying very seriously . These incidents are formally recorded and reported to Governors.

Specific forms of bullying include:

"A **racist** incident is any incident which is perceived to be racist by the victim or any other person", (McPherson report, 1999). This can include mistreatment of people because of their colour, ethnic group, nationality, language. A child can be targeted for representing a group, and attacking the individual sends a powerful message to that group. Racist bullying is therefore likely to hurt not only the victim, but also other students from the same or similar group, and their families.

Homophobic bullying is any incident which is perceived to be homophobic by the victim or any other person. People do not necessarily have to be lesbian, gay, bisexual to experience such bullying. Just being different can be enough.

Gender bullying is the mistreatment of people because of their gender, also known as sexual harassment. It is characterised by abusive name-calling, looks and comments about appearance, attractiveness, emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions, pornographic material and graffiti with sexual content and, in its most extreme form, sexual assault or rape. This can also be the bullying of students who identify as transgender, non-binary or pan. Under no circumstances should students receive negative behaviour towards their physical appearance, sex or gender identity.

Disabilities - People can also be bullied owing to disabilities (e.g., learning difficulties, physical disabilities or medical conditions).

Cyber-bullying is the use of e-mail, instant messaging, chat rooms, mobile phones or other forms of information and communication technology to deliberately harass, threaten or intimidate someone. Cyber-bullying can happen at any time of day, potentially has a bigger audience, and it is easy to involve multiple others as accessories since messages can be forwarded with a click.

5. Managing incidents of Child on Child Abuse

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Please refer to our Child Protection and Safeguarding policy for more detailed information on child on child abuse.

Allegations of abuse made against other students

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

We also recognise the gendered nature of child on child abuse. However, all child on child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behaviour policy, but in some instances, we will refer to our child protection and safeguarding policy regarding any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious, and potentially a criminal offence
- could put students in the school at risk
- is violent
- involves students being forced to use drugs or alcohol
- involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

If a student makes an allegation of abuse against another student to a member of staff:

- the staff member must record the allegation and tell the Designated Safeguarding Lead (DSL), but do not investigate it
- the DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- the DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- the DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- students will be offered in school support that could include counselling, mentoring or a referral to external agencies
- parent meetings will be held with pastoral staff
- the cases will be monitored and reviewed at panel meetings

If a parent reports an allegation of child on child abuse to a member of staff, the staff member will log this and inform the DSL.

6. Reporting systems for our students

Where there is a concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- put systems in place for students to confidently report abuse
- ensure our reporting systems are well promoted, easily understood and easily accessible for students
- make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback

Students can report concerns through the following methods:

- reporting to a trusted adult – tutor, their Head of Year or a teacher
- by email or through a written statement
- to a friend or peer to report on their behalf
- to a friend, parent or relative who can report this to the school

Students are made aware about how to report concerns through the following methods:

- assemblies, tutor time and in lessons
- lifelong learning
- posters around school
- workshops
- verbally
- student planners
- online support from Kooth, Childline and NSPCC. (*This is not an exhaustive list of options*)

Students will feel safe in reporting concerns because:

- the school has a zero-tolerance approach to bullying/ child on child abuse
- the school has an open and supportive culture of zero tolerance of such behaviour
- students know their concerns will be taken seriously and followed up appropriately
- students know they will get the support they need

7. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and well-being issues. At the Archer Academy smart phones are not allowed. If a student is found with a smart phone they will be made subject to a sanction, a Saturday detention.

To address this, our school aims to:

- have robust processes in place to ensure the online safety of students, staff, volunteers and governors
- protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology
- set clear guidelines for the use of mobile phones for the whole school community
- establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

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Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying;
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- educate students about online safety as part of our curriculum. For example:
  - The safe use of social media, the internet and technology
  - Keeping personal information private
  - How to recognise unacceptable behaviour online
  - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim
- train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
  - Staff are allowed to bring their personal phones to school for their own personal use
- make all students, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones
- make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation
- put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy

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8. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

9. Students with special educational needs, disabilities or health issues

We recognise that students with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- the potential for students with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these students. This includes:

- learning mentors
- 1:1 support
- counselling
- mentoring
- animal therapy
- access to the sanctuary
- amended timetables
- reasonable adjustments to the behaviour policy

10 Preventing bullying

Prevention is better than cure. At the Archer Academy everyone is vigilant for signs of bullying and always take reports of bullying seriously. We use the following methods for recognising and preventing bullying:

1. effective school leadership that promotes an open and honest anti-bullying ethos.
2. use of curriculum opportunities, in particular tutor periods, assemblies, drop down days as part of our Lifelong Leaning education

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3. teaching students about safeguarding and how to safeguard each other and report concerns on behalf of their peers

4. equality, diversity and inclusion strategies are embedded into our whole school curriculum

5. the schools Diversity and Inclusion Committee continue to awareness across the school about respecting difference

6. use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying

7. staff will be on duty at break and lunch to ensure high level of supervision

8. attractive physical environment, open, highly visible social areas

9. positive behaviour policy with clarity of behaviour expectations, sanctions and rewards including Lifelong Learning curriculum promoting skills of self-awareness / anger management / empathy

10. assemblies about zero tolerance to bullying behaviour. Annual anti bullying week events and regular reminders about kindness and respectful relationships across the curriculum and Lifelong learning programme

11. whole school questionnaires to all students to gather information on wellbeing and how safe students feel in school. Identifying any locations in school where students may feel need more staff supervision

12. peer mentoring across year groups

13. educating students on celebrating difference and respecting others through Lifelong Learning activities

14. an annual cycle of whole school cultural events and activities

15. use of Behaviour Support Plans and reports to modify bullying behaviour by perpetrators

16. student, staff and parent training and communication about how to keep safe online and how to report incidents of bullying online

17. review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

18. application of the schools inclusive language charter

11. Reporting bullying

We make sure that students understand that they must report any incidents of bullying to an adult and that, when another student tells them that they are being bullied, or if they see bullying taking place, it is their responsibility to report that to a member of staff

Students who are bullied, who witness bullying in person or online or who have even participated in bullying should feel confident to report it to a member of school staff. Each incident will be dealt with on its merits, but all reported incidents of bullying will be taken seriously and investigated. Incidents will be recorded on the school's information system (CPOMs) along with the action taken as a result of further investigation.

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12. Responding to bullying

If bullying is suspected or reported, the incident with be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident with be recorded and passed to Head of Year, pastoral staff and or DSL if necessary.

Pastoral staff will investigate the incident by interviewing all concerned and record outcomes on the files of those involved. Form tutors and subject staff will be kept informed and asked to monitor the behaviour of the students concerned.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the all student according to the particular incident/s.

Students who are victims of bullying will be offered the opportunity to discuss their experience with their form tutor or another member of staff, be offered support in terms of access to the counselling or peer mentoring scheme to restore self-esteem and build confidence and have the use of a supervised room for as long as needed.

Students who have bullied will be helped by; discussing what happened, discovering why the student became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behaviour of the student.

In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

The school's information system is used to record incidents of bullying and action taken. In the event of a disclosure we would seek to:

- establish a supportive and safe environment
- praise the student for disclosing
- appreciate victim's need to see justice is done
- inform parents, when appropriate
- feedback to victim
- recognise the need for using agencies as appropriate
- bring about a lasting change of behaviour in the bully
- all witnesses are aware of the outcome of the investigation to promote anti-bullying

13. Action to be taken

The action to be taken following a reported in incident of bullying involves

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- The "accused" is interviewed by a member of staff

- Friends/colluders/witnesses are interviewed by member of staff

- If necessary, further investigations are carried out

- Findings are discussed separately with the "victim" and the "accused"

- If "accused" is found to be responsible for bullying, depending on the severity action will be taken accordingly. This action will include an appropriate sanction and contact with parents

- If appropriate a solution meeting will take place with all parties involved where the "guilty party/ parties" will be given the opportunity to apologise and make assurances regarding their future conduct, if this is not a first offence then a contract will be written and signed.

Students who have been bullied will receive appropriate support, including the involvement of external agencies where needed.

Students who have bullied will be helped to understand the pain their actions have caused and reminded of the possible consequences of bullying. The sanctions for repeat incidents will be explained clearly to them. Support will be agreed to ensure they do not repeat bullying behaviours and their behaviour may be monitored. Support may include strategies such as setting up a Behaviour Management Plan or involvement of external agencies where needed.

Parents of students who bully and those who have been bullied will be informed of the incident and will be asked to support strategies proposed to tackle the problem and reduce the chance of repeat incidents.

The behaviour policy will be applied appropriately in cases or name calling and bullying as necessary. All incidents of bullying will be recorded on CPOMs and kept in student files

The following disciplinary steps may be taken:
- Parent meetings
- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- Isolation
- Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police Liaison Officer or social services
- Internal fixed term exclusion
- External suspension or permanent exclusion.

14. Bullying outside school premises

Headteachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (this legislation does not apply to independent schools). This can relate to any bullying incidents occurring anywhere off the school

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premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on.

The Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

15. Monitoring

- Incidents recorded using bullying coding on the school information system and CPOMs as necessary
- Coding of incidents identifies bullying and equal opportunities (incidents recorded as Equal opportunities will be reported as such and reported to the local authority every month and reported to Governors through the student council committee termly, see Equal Opportunities policy).
- Through recorded events on the school information system and whole school survey analysis we will respond to patterns of poor behaviour be it of particular students / age groups / locations / patterns of occurrence / location.
- Annual bullying survey reported to Senior Leadership Team, Governors, and all teaching and non-teaching staff
- Equal Opportunities referrals reported to SLT and Governors (please see Equal Opportunities policy)

16. Advice to students

The school will ensure that clear information is readily available to students on anti-bullying and child on child abuse.

If you are being bullied, remember that:
- It is not your fault. Nobody deserves to be bullied
- do not repeat or copy the behaviour towards others
- try to stay in a friendly group.
- try to be confident even if you do not feel it, but remember walking away is not cowardly.
- if you are worried or frightened you should tell your form tutor, but If necessary you can tell any adult – just tell someone
- it is not you getting them into trouble it is their behaviour, they may need help to see the hurt they are causing

Who should I tell?
- your Form Tutor in person or by school email

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- your Head of Year in person or by school email
- any member of staff you feel happy to talk to, or feel you can trust
- learning mentor or school counsellor
- your parent or anyone at home
- your friend, if this helps
- in an emergency tell the nearest adult
- you can report concerns online to ChildLine, Kooth, CEOPs or the NSPCC
- you can put a message in a worry box anonymously

When to tell?

- if you are afraid – report the bullying as soon as you can.
- if you witness someone else being bullied – they may not be as brave as you and will need help to get the support they need to make it stop
- otherwise – report the bullying when you are not in lessons – before school, at break, at lunchtime or after school. Staff will make time to listen to you.

Important!

- it does not help to keep a problem to yourself. You need support, and students who bully need help so that they can change their behaviour.
- the problems are unlikely to go away if you ignore them, and they could get worse if you don't tell anyone.
- take a friend with you if you are worried about telling someone – your friend may help you do this.
- staff will listen to you in confidence as far as they can, but you must be aware that they may have to pass on certain information to get you the help you need. They will always tell you what they are going to do.

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Appendices

Appendix 1: Guidance for teachers and parents on recognising signs of bullying

Children may show one or more of the following behaviours:

- Be frightened of walking to or from school
- Be unwilling to go to school and develop unidentifiable illnesses like a stomach ache
- Change their route to school deliberately avoiding certain places and times
- Begin doing poorly in their school work or drop out of activities and clubs
- Come home regularly with clothes or books damaged or destroyed
- Become withdrawn, start stammering
- Become distressed, stop eating
- Cry themselves to sleep
- Have nightmares or even call out, 'leave me alone'
- Have unexplained bruises, scratches, cuts
- Have their possessions go 'missing'
- Ask for money or begin stealing money (to pay the bully)
- Continually 'lose' their pocket money
- Refuse to say what's wrong
- Body language becomes more closed
- Become more reclusive
- Give improbable excuses to explain any of the above
- Talk about killing themselves

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Appendix 2: Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child on child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate students about appropriate behaviour and consent
- Ensure students are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
    o How to recognise the indicators and signs of child on child abuse, and know how to identify it and respond to reports
    o That even if there are no reports of child on child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
    o That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
        ▪ Children can show signs or act in ways they hope adults will notice and react to
        ▪ A friend may make a report
        ▪ A member of staff may overhear a conversation
        ▪ A child's behaviour might indicate that something is wrong
    o That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
    o That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
    o The important role they have to play in preventing child on child abuse and responding where they believe a child may be at risk from it
    o That they should speak to the DSL if they have any concerns

Appendix 3: Sharing of nudes and semi-nudes

Staff responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery' YPSI), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the student(s) that they will receive support and help from the DSL and appropriate pastoral staff

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the images or videos is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

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Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the students involved (if appropriate).

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through contacting our safer schools officer.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Lifelong Learning and E-safety programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.

Guidance on recognising if a child has been bullying others

It may be very difficult to tell, particularly if a child denies it or is part of a group denying involvement in bullying, but some of the following may be indicators:

- They may have access to more money than usual.
- There might be changes in their views.

- They may openly express negative comments and feelings about individual people or groups e.g. making racist or homophobic insults. This may be reflected in graffiti around the house, on books and on paper.

- There might be changes in behaviour. For example, becoming more verbally aggressive or displaying unusual mood changes.

- They may have new or different belongings that they didn't buy and they may use unlikely reasons for having new things.

- You may notice something about young peoples' behaviour around a child, e.g. they may be over-generous towards the child because they are frightened not to be their friend.

- They may become more **secretive** particularly involving communication technology, which could hold images or text of their behaviour; 'happy slapping' is an example of this.

Appendix 4 Links to online support for students and families

- www.thinkuknow.co.uk: online advice and training for students and parents

  Thinkuknow is the education programme from NCA-CEOP, a **UK** organisation which protects children both online and offline. Explore one of the six Thinkuknow websites for advice about staying safe when you're on a phone, tablet or computer.

- www.**childline**.org.uk

  you feel That something's not right, get free, confidential support. You can talk to a **Childline** counsellor about anything That isn't right

- Online safety from the NSPCC

  https://www.nspcc.org.uk/keeping-children-safe/online-safety/

Realising potential. Inspiring creativity. Engaging with our community.

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