



All Saints'
Academy
Cheltenham

Bullying and Child on Child Abuse Policy

Reviewed:	June 2023
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Next Review:	June 2026
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Staff Owner:	Mrs Tracey Cummings
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Trustee Owner:	
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Introduction

The policies of All Saints' Academy, with its distinctive Anglican and Catholic foundation, exist to support the Sponsor's Christian vision, ethos and values that are embedded in the day-to-day and long term running of the Academy. Each policy evidences the commitment of the Sponsor to developing Body, Mind and Spirit.

- 1.1** The Academy is committed to providing a caring, friendly and safe environment for all students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at the Academy, whether it is on site or during off-site activities.
- 1.2** If bullying does occur, all students should be able to tell someone, and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a member of staff.
- 1.3** All members of the Board of Trustees, staff, students and parents should have an understanding of what bullying is and what the Academy's procedures are for responding to bullying. These have been reviewed in the light of the guidance set out in Keeping Children Safe in Education September 2023.
- 1.4** The Academy takes bullying seriously. Students and parents should be assured that bullying will not be tolerated and that students will be supported when bullying is reported. Students who bully will be dealt with through the procedure set out in Section 7 of this policy.

2. Aims

This policy aims to make clear to our students, their parents/carers and staff that:

- the Academy takes all forms of bullying, harassment and abuse seriously and that such behaviour will not be tolerated.
- Offensive language and behaviour, such as racist, sexist, disablist, transphobic, homophobic and biphobic, as well as swearing and insulting, will be challenged and sanctions will apply.
- Our Academy and community is safe and inclusive for students to meet and engage in learning, free from bullying, violence, intimidation, harassment and discrimination.
- We provide the information and support that our students need to become healthy young adults, in order to make a positive contribution to the Academy and the local community in which they learn and live.

3. What Is Bullying and Child on Child Abuse?

3.1 *Definition of bullying: "Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. "* (DfE Preventing and Tackling Bullying July 2017)

3.2 Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical - pushing, kicking, hitting, punching or any other use of violence.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Motivated by prejudice against particular groups – for example, on grounds of religion, culture, gender, special educational needs and disability or because a child is adopted or is a carer.
- Homophobic - because of, or focussing on, the issue of sexuality.
- Verbal - name-calling, sarcasm, spreading rumours, teasing because of size etc.
- Virtual/cyber - all areas of internet, such as e-mail & internet chat room misuse.
- Via mobile phone threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities.

3.3 *Definition of child on child Abuse: 'Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Keeping Children Safe in Education 2023*

- Child-on-child abuse is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - sexual violence,⁹ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment,¹⁰ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - causing someone to engage in sexual activity without consent, such as forcing

- someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- upskirting,¹² which typically involves taking a picture under a person's clothing
- without their permission, with the intention of viewing their genitals or buttocks to
- obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving
- harassment, abuse or humiliation used as a way of initiating a person into a group
- and may also include an online element).

3.4 Harassment, threatening behaviour and damage to another's property may also be a criminal offence (and a civil wrong) which has repercussions outside the Academy. Malicious electronic communications (such as a text or email) which intends to cause distress or conveys an indecent message is also an offence. The Academy will inform external agencies such as the police and social services as appropriate.

3.5 Hate Crime is 'any incident that is perceived by the victim, or any person to be racist, homophobic, transphobic, or due to a person's religion, belief, gender identity or disability.' It is where discrimination takes place based on a student or staff member belonging to a protected class under the Equality Act 2010.

3.6 We recognise there must be:

- clear processes as to how victims, perpetrators and any other child affected by bullying or any form of abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously;

4. Our response to any form of bullying or abuse

The Academy recognises it has a responsibility to respond promptly and effectively to issues of bullying and abuse because:

- Bullying and abuse hurt and can cause psychological harm.
- No one deserves to be a victim of bullying or abuse.
- All students have the right to be treated with respect.
- Students who are bullying or abusing need to learn different ways of behaving.

5. What we can do ...

- **Create an environment based on equality and informed choice** allowing our students to know their rights, what to do if they are unhappy with something and what it means to give true consent.
- **Understand our local community** and the context in which children and young people are growing up in.
- **Ensure young people know the risks** – talk about bullying and peer on peer abuse. Create opportunities for young people to weigh up risks and recognise that sometimes this means

they will take risks we as adults and professionals disagree with. Our role is to influence young people to make the healthiest long-term choices and keep them safe from harm in the short-term.

- **Check young people have safe relationships** – in their family, with their peers and with staff. Create an environment where it is OK to talk, even about the most difficult things.
- **Spot the signs and know what to do** – know our safeguarding procedures and be confident to raise peer on peer abuse as a possibility.

6. **Signs and Symptoms**

6.1 A student may indicate by signs or behaviour that he or she is being bullied. To those who know the student this may simply be a feeling that 'things aren't quite right'. All staff, and as far as possible parents, should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from the academy.
- Does not want to go on the academy / public bus.
- Always asks to be driven to academy.
- Changes their usual routine.
- Is unwilling to go to academy (academy phobic)
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in academy work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing".
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous & jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

7. **All Saints' Academy Anti-Bullying Procedure Stage 1**

Bullying and child on child abuse are never tolerated. If a student experiences bullying or sees others being abused, they are encouraged to always report this to a member of staff. They will always be listened to and action will be taken.

When a parent or student reports a bullying or abuse incident they are listened to and the issue is acknowledged:

- Students involved are spoken to by the member of staff who has been made aware of the bullying issue.
- If appropriate, a restorative justice meeting will take place
- Students involved are warned and sanctions issued where appropriate
- The issue is logged on SIMs as a bullying incident
- The victim is reminded to inform staff if it continues
- Tutors are made aware
- Where appropriate, teaching staff are informed
- Parents/carers are informed

If a second issue is reported involving the same students:

Anti-Bullying Policy Stage 2

- More serious sanctions are set eg SLT detention, Fixed Period Suspension
- Parents/carers of victim and parents/carers of bully are contacted
- Issue logged on SIMs as bullying incident
- Support is offered to victim and bully eg counsellor, chaplain
- Victim is monitored by Tutor, Progress Leader, Pastoral Staff
- Bully monitored by SLT
- Parents/carers are informed of actions and monitoring until the issue is resolved and those involved reconciled.

Each incident of bullying is investigated on an individual basis and when necessary stage 2 will be implemented without going through Stage 1.

If the bullying continues after Stage 2, SLT will be consulted for further action

8. Responsibilities

8.1 All Staff must:

- Know the policy and procedures.
- Report any concerns about individual students as required by the Academy.
- Deal with incidents according to the Academy's procedures.
- Never let any incident of bullying pass by unreported, whether on-site or during an off-site activity.
- Apply any disciplinary penalties fairly and in accordance with the Academy's policies

8.2 The Principal is responsible for:

- Monitoring procedures to prevent bullying amongst all students;
- Making recommendations to the Body of Trustees as and when appropriate.
- Publicising the measures in the behaviour policy and draw them to the attention of students, parents and staff at least once a year.

8.3 The Vice Principal (Pastoral) will:

- Be responsible for the day-to-day management of the policy and systems.

- Ensure that there are positive strategies and procedures in place to help both the bullied and bullies.
- Ensure appropriate teaching and learning of anti-bullying strategies.
- Keep the Principal informed of incidents.
- Arrange relevant staff training in the teaching of anti-bullying strategies and developing staff and student skills in countering bullying

8.4 Students are responsible for:

- Reporting instances of bullying as soon as possible.
- Participating in any investigation.
- Taking any action determined by the staff of the Academy for combating the bullying

8.5 Parents are responsible for:

- Reporting any concerns they may have over possible bullying.
- Encouraging the student to report incidents and to participate in any action determined by the Academy.
- Cooperating with the Academy in any action the Academy decides to take.
- If a parent of a student who has bullied, cooperating with the Academy in changing the student's behaviour.

8.6 The Board of Trustees is responsible for:

- Making and reviewing a written statement of general principles to guide the Principal in determining measures to promote good behaviour.
- Consulting the Principal, other appropriate members of staff, parents and all students on this statement of principles.
- Exercising its functions with a view to safeguarding and promoting the welfare of students.
- Establishing procedures for dealing with complaints about bullying and all matters relating to the Academy and publicise these procedures.

9. Anti-Bullying Education in the Curriculum

The Academy will raise the awareness of the anti-social nature of bullying through the Life Programme, Collective Acts of Worship, use of tutorial time and across the curriculum as appropriate.

- The Vice Principal (Pastoral) is responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the Life Programme.
- Heads of Departments are responsible for introducing anti-bullying material in their programmes of study within their curriculum area as appropriate.

10. Support for Students

Students who bully and those who are bullied will receive the necessary support.

This may include appropriate sanctions to students who bully. Any disciplinary sanction imposed will reflect the seriousness of the bullying incident. Where disciplinary measures are applied, they will be applied fairly, consistently and reasonably taking into account any disabilities or special educational needs a student may have.

Staff should always consider the motive behind the bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. **If staff have any reasonable cause to suspect that a student is suffering, or is likely to suffer, significant harm, the Academy's Safeguarding and Child Protection Policy should be followed.** Even where safeguarding is not considered to be an issue, the Academy will consider whether external services need to be informed to support the student and help tackle underlying issues, for example, which may have contributed to bullying behaviour.

11. **Complaints**

If a parent or guardian is dissatisfied with the nature or swiftness of a response made by the Academy following a reported incident of bullying, he/she may wish to make a complaint. The complaints procedure for a case of bullying follows the guidance in the Academy's Complaints Policy.

The underlying principle of the policy is that any concerns raised should be handled, if at all possible, without the need for formal procedures. If, however, the informal procedures are unsuccessful and the complainant wishes to take the matter further, formal measures will have to be taken.

12. **Equal Opportunities**

In implementing this policy all staff must pay careful attention to ensure that their actions do not discriminate adversely against any groups of students or individual student or appear to discriminate.

All actions must be taken in accordance with the Academy's Equal Opportunities Policies.

13. **Monitoring and Review**

13.1 The Vice Principal (Pastoral) will keep and consider reports on serious incidents, and make a termly report, with statistics, to the Principal. The Principal will consider the reports with the Senior Leadership Team to determine what can be learned from the incidents and how they were handled with a view to improving the Academy's strategies. Written records will also help evaluate the effectiveness of the Academy's approach to bullying and to enable patterns to be identified.

13.2 The Vice Principal (Pastoral) will make an annual report to the Welfare and Ethos Committee.

13.3 The Board of Trustees will review the policy every three years, or earlier if the governing body considers it is necessary.

Appendix 1.

Services that can offer support to students , parents and staff :

CEOPs – National Crime Agency to report online abuse

<https://www.nationalcrimeagency.gov.uk/contact-us/15-contact-ceop#:~:text=For%20general%20enquiries%20please%20email,or%20call%200370%20496%207622%20>.

Kooth – NHS Mental Health Support for young people <https://www.kooth.com/>

The Multi-Agency Safeguarding Hub (MASH) and Community Social Work Team: 01452 426565
childrenshelpdesk@gloucestershire.gov.uk

Young Minds <https://youngminds.org.uk/find-help/get-urgent-help/> for urgent, free 24/7 support if a young person is experiencing a mental health crisis. Texting YM to 85258 will be answered by a trained volunteer, supported by experienced clinical supervisors.

On Your Mind <https://www.onyourmindglos.nhs.uk/> On Your Mind is an NHS ran website to help young people in Gloucestershire cope with situations that may cause challenge. It includes self-help information for a number of wellbeing issues, it also has information for a wide range of local services to support young people’s mental health in Gloucestershire.

Students have been made aware of a support service offered by Young Minds Matter. They can text any concerns to 07480 635723 and this is staffed from 9.00-4.30pm from Monday to Friday.

Teens in Cris Counselling <https://www.ticplus.org.uk/> free face-to-face and online counselling services across Gloucestershire for young people aged 9-21 and their families. TIC help many of the local communities’ young people.

Tic+ chat: <https://www.ticplus.org.uk/ticpluschat/> an anonymous, safe, confidential, 1-2-1, support service for young people aged 9-21 living in Gloucestershire. 5pm-9pm Sunday-Thurs

Family Information Service - Call free on 0800 542 02 02 for a confidential advice line providing guidance and emotional support on any aspect of parenting and family life. Alternatively, email familyinfo@gloucestershire.gov.uk

School nurse helpline - Text a message to 07507 333 351 – for young people aged 11-16, the school nurse can offer confidential advice and support for help with issues such as family/peer issues, puberty, emotional health, self-harm, drugs, alcohol and smoking, relationships

Childline <https://www.childline.org.uk/> Support for young people for a wide range of issues. Additionally, <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/> is a safe, confidential, 1-2-1, support service for young people. Open from 7:30am – 2am every day.

In any situation where a young person or adult is in immediate danger of significant harm, the Police should be contacted on 999.

