



Anti-Bullying Policy including Child on Child Abuse Procedures			
Date	Review Date	Lead Person	Nominated Governor
Autumn 2023	Autumn 2026	Head Teacher / DSL	Chair of Governors

1. Statutory duty of schools

1.1 Every school must have measures in place to prevent all forms of bullying. The following paragraphs (in italic font) are taken from the DfE publication **Preventing and Tackling Bullying** (Updated 2017):

The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

1.2 KCSIE: Part 5 - Child on Child Sexual Violence and Sexual Harassment

*This part of the statutory guidance is about how schools and colleges **should respond to all signs, reports and concerns** of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse.*



2. Aims of the Policy

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being subjected to bullying, cyber bullying, sexual harassment or sexual violence. Our school aims and values, along with our Behaviour Policy, PSHE and RSE curriculum, RE curriculum and Spiritual, Moral Social and Cultural development, all underpin our school ethos and help to prevent bullying cyber bullying, sexual harassment and sexual violence.

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 (known as **prejudice based bullying**), 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.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

3.2 Cyber Bullying

Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. As with all forms of bullying it can be motivated by prejudice against particular groups (see examples above). It can include:

- sending offensive, rude, and insulting messages and being abusive.
- sending information (including photographs) about another person that is fake, damaging and untrue
- repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety
- intentionally leaving someone out of a group such as group messages, online apps, gaming sites and other online engagement.
- sharing personal information about another or tricking someone into revealing secrets and forwarding it to others

3.3 Child on Child Abuse: Sexual Violence and Sexual Harassment

All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and



outside of school or college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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 peers;
- 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, 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, 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 nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, 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)



4. Recognising Signs of Bullying or Abuse

Pupils who are being bullied or abused may show changes in behaviour, such as becoming shy, nervous or withdrawn, feigning illness, aggression, taking unusual absences or clinging to adults, isolating themselves from their peers and low self esteem. There may be evidence of changes in work patterns, lack of concentration or truanting from school. School staff must be alert to the signs of bullying and abuse and act promptly and firmly against it in accordance with this policy.

5. 1 Implementation

The following steps are taken when dealing with incidents of **bullying** and **cyber bullying**:

- A clear account of the incident will be recorded and given to the head teacher (who is also the Designated Safeguarding Lead.) The head teacher will interview, or oversee the interviewing of all concerned.
- Written records will be recorded on CPOMS.
- School staff will be kept informed
- Parents / carers of both victim and perpetrator will be informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- **If there is an allegation of sexual violence or sexual harassment by one child on another**, Staff will **not** investigate but will pass on the information to the DSL in order that they can make an informed decision about what to do next. Please see the school procedures for child on child sexual violence and sexual harassment below (5.2)

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hurt you?'
- not ask leading questions
- not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken



Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice
- reassuring the pupil and taking their reports seriously
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied may be helped by:

- creating an individual code of conduct
- discussing what happened and the impact on the victim
- discovering why the pupil became involved
- Providing appropriate education and support regarding their bullying behaviour
- informing parents or guardians to help support the perpetrator regarding their bullying behaviour

The following disciplinary steps may be taken:

- consequences in line with the school behaviour policy
- exclusion from certain areas of school premises
- fixed-term exclusion
- permanent exclusion

5.2 The following steps are taken when dealing with incidents of **child on child sexual violence and sexual harassment**. They have been devised with reference to **KCSIE Part 5; Andrew Hall Safeguarding in Schools; Centre of Expertise on Child Sexual Abuse**.

<https://www.csacentre.org.uk/>.

Definition of sexual violence:

Sexual offences under the Sexual Offences Act 2003- rape, assault by penetration, sexual assault.

Definition of sexual harassment: Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

If there is an allegation of sexual violence or sexual harassment by one child on another, Staff will **not** investigate but will pass on the information to the DSL in order that they can make an informed decision about what to do next.

Step 1 – Reassuring the Victim

- Victim is reassured, taken seriously and kept safe; they are never given an impression they are creating a problem
- Confidentiality is not promised



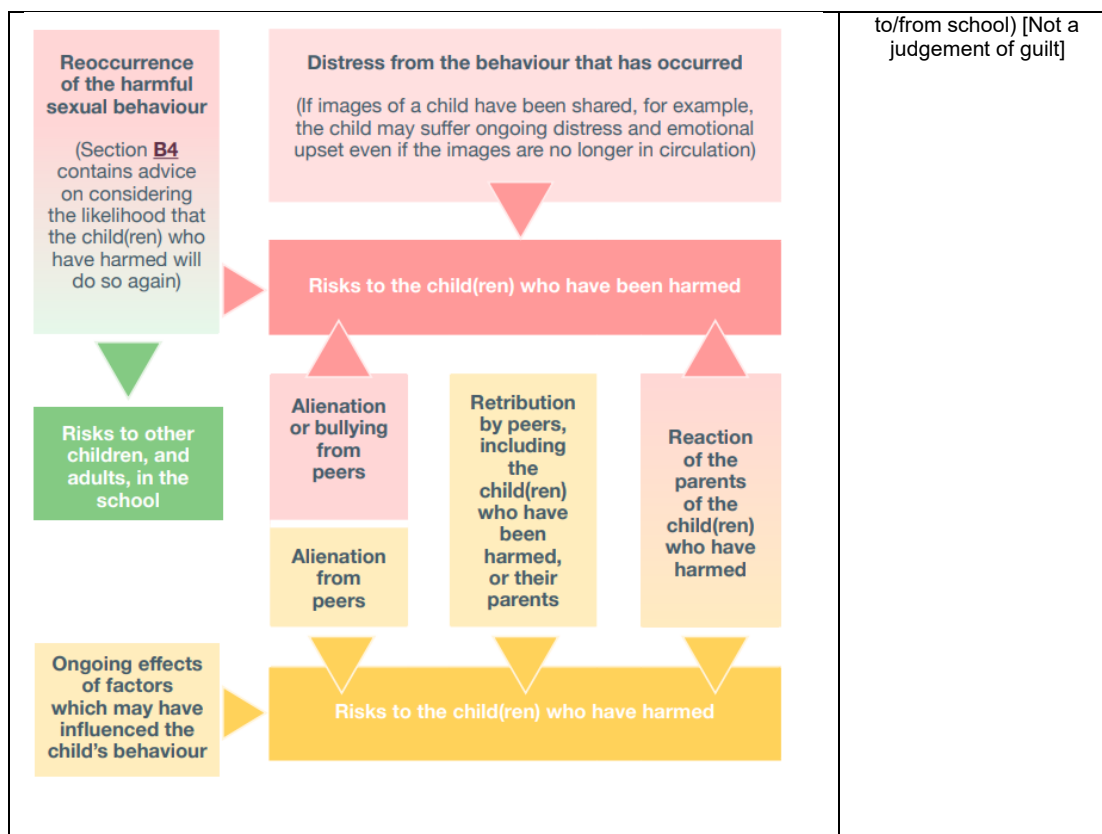
- Listen to victim, non-judgementally
- Record the disclosure (facts as reported)
- Two staff present (one being the DSL, or reported to DSL as soon as possible)
- Victim sensitively informed about referral to other agencies
- If victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Keeping Child Safe in Education' paragraphs 473 - 475)
- Parents / carers of victim informed, unless this would put victim at greater risk.
- Anonymity - note that in cases of sexual violence there is legal protection of the victim's identity.

Step 2 – The DSL will consider the following when deciding how to support the victim and the alleged perpetrator:

- Wishes of the victim
- Nature of the alleged incident
- Ages of the children
- Development stage of the child
- Any power imbalance
- Whether the incident is a one-off, or part of a pattern of behaviour
- Any ongoing risks to victim or others - other related issues and wider context (eg. Child Sexual Exploitation)

Step 3 – After considering the points in Step 2, the DSL will make a decision to take one of the following routes:

Route 1- Manage Internally	Route 2 – Refer to Early Help	Route 3 – Refer to Social Care	Route 4 – Refer to the Police
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.	Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC))	All incidents where a child has been harmed, is at risk of harm or is in immediate danger. Social Care staff will decide next steps. Be ready to escalate if necessary	All incidents of rape, assault by penetration or sexual assault. (incl. if perpetrator is 10 or under) Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.
RISK ASSESSMENT For incidents of sexual violence there should always be an immediate risk assessment; for incidents of sexual harassment this will be on a case-by-case basis. (for further details see 'Keeping Child Safe in Education' paragraphs 481 - 483 (DfE, 2023)) Risk assessments should take into account the following:			RISK ASSESSMENT Immediately - Do not wait for outcome of referral before protecting victim. Emphasis on victim being able to continue normal routines. Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey)



Step 4 – Safeguarding and Supporting the Victim and Perpetrator

- Route 1 – the victim and perpetrator will be dealt with in line with paragraph 5.1 above and the school behaviour policy.
- Routes 2, 3 and 4 – the DSL will develop and implement a Safety Plan for all children involved.
- The safety plan will need to ensure that the child(ren) who have been harmed feel as safe as possible, while the child(ren) who have harmed are not isolated from positive activities: To achieve this, it may be best to keep the children separated from one another.
- If the children need to be separated, the child(ren) who have been harmed should be enabled to lead as normal routine as possible without fear of coming into contact – including before and after school, and during breaks – with those who have harmed them.
- School will need to consider possible arrangements that may suit each child – and take account of cultural factors or additional learning needs that may be relevant to any of the children. These will need to be agreed with all children and their parents / carers.
- School will hold a separate meeting for each of the children involved, and their parent(s). Usually, it will be appropriate to hold the meeting(s) for the child(ren) who have been harmed before those for the child(ren) who have harmed.
- The safety plan will be shared with the children involved, parents/carers, relevant staff and outside agencies if appropriate.
- The plan will be reviewed regularly; if progress has been made, the safety measures will gradually be withdrawn. If no progress has been



made, school will make a referral to an outside agency for additional support.

6. Involvement from other agencies

- Prejudice-based and discriminatory incidents will be logged with the Local Authority.

In specific circumstances, other agencies who may be involved include:

- Inclusion Hub
- Early Help,
- Childrens' Services (Social Care)
- Prevent / Channel
- Police

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hurt you?'
- not ask leading questions
- not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken

7. Preventing Bullying, Cyber Bullying, Sexual Violence and Sexual Harassment

Children will be taught about how to be safe and happy, what bullying is, that it is unacceptable and who they can tell about bullying incidents. This is done through the through the PSHE curriculum, circle time, assemblies, Computing Curriculum (On Line Safety) visiting speakers such as the NSPCC and involvement in events such as Anti Bullying Fortnight.

The role of parents/carers is important in reducing any incidents of bullying. Parents/carers can help by watching out for signs of distress such as repeated illness, damaged clothing etc. and by taking an active interest in the use of social media and use of mobile phones by their children.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk



- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25 Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- Centre of Expertise on Child Sexual Abuse.
<https://www.csacentre.org.uk/>.

Monitoring, evaluation and review

- The school will review this policy annually and assess its implementation and effectiveness.
- The policy will be promoted and implemented throughout the school.
- Bullying / Child on Child abuse incidents are recorded on CPOMS and analysed and reviewed each term by the headteacher
- Governors will be updated about incidents each term in the Headteacher's Report