



The Duchy of Lancaster CofE Primary School



The Trinity Partnership



Anti-Bullying and Child on Child Abuse Policy

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Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

Within the Duchy of Lancaster community, we encourage all to be kind and respectful to each other at all times. This philosophy is enshrined in our school's key values and our behaviour policy. We encourage all to model this behaviour towards one another and with children.

As at any school, there are sometimes incidents of bullying, where children are deliberately and repetitively hurtful towards others. It is important for all concerned that this is dealt with swiftly and firmly.

Policy Aims

All children at the Duchy of Lancaster Primary School have the right to be safe and happy both in class and in the playground. We strive to ensure that all children are kept safe and can flourish. Bullying can cause great distress and have a significant impact on health and learning. Both adults and children need to know what to do when this occurs.

In reference to the Equality Act 2010, it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

At Duchy of Lancaster, we are committed to preventing and responding effectively to the bullying of protected and vulnerable groups of children, including disabled children / children with SEN, those who are or are perceived to be LGBT, race and faith minority groups, sexist and sexual bullying. At the Duchy of Lancaster, we have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. Under this duty, we must challenge and prevent discriminatory language from being used in our school.

Bullying can be addressed in a number of ways, including 1:1 support and reparative work, assemblies, class circle time and PSHE, outside agency involvement and through the curriculum. The school will seek to promote curriculum opportunities to address gender bullying and gender

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stereotypes, particularly through PSHE (Cambs), and promote positive images of both girls and boys in non-traditional and non-stereotypical roles in the formal and informal curriculum. Parents and children should know that they can share their worries with the class teacher or a trusted adult in the school. Bullying will not be tolerated at the Duchy of Lancaster School and allegations of bullying are taken very seriously.

Other Relevant Policies

This policy complements and supports a range of other policies, procedures and curriculum initiatives including:

- Acceptable Use Policy
- Attendance
- Behaviour
- Code of Conduct
- IT Safety
- PSHE and Relationships and Sex Education
- Special Educational Needs Policy
- Staff Handbook

What is bullying?

The Anti-Bullying Alliance defines bullying as:

“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”.

Bullying is not when children have the odd argument, fall out or engage in a one off tussle. Bullying can seriously damage a young person's confidence and self-worth; it is the responsibility of all staff to actively support children who are being bullied and to act in a supportive and confidential manner if a child approaches them with an allegation of bullying.

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance (difficult for victims to defend themselves against)
- intentional

(Anti-Bullying Alliance)

Bullying will be treated as a safeguarding /child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The School will then follow the Safeguarding policy.

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react

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negatively/loudly so that they get in to trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Bullying can be, but not limited to:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic/Transphobic Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual (Child on Child abuse)	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Homophobic or gender bullying

This can be understood as a verbal, physical or psychological attack. Behaviour associated specifically with this type of bullying may include:

- Abusive name calling
- Use of sexual innuendo and unwanted propositioning

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- Graffiti with sexual content
- Spreading rumours questioning sexual reputation
- Cyberbullying - the use of mobile phones and the internet to deliberately upset someone else

Who experiences homophobic or gender bullying?

This can affect anyone, regardless of whether or not they are gay, bisexual or trans. It can affect:

- children or young people who are lesbian, gay, bisexual or transgender.
- children or young people who are thought to be lesbian, gay, bisexual or transgender.
- children or young people who do not fit a perceived gender stereotype or seem different.
- children or young people who have parents, carers, friends or family who are lesbian, gay, bisexual or transgender.
- teachers and other school staff who are, or are thought to be, lesbian, gay, bisexual or transgender.

What is Cyberbullying?

Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click (From DfE Preventing and Tackling Bullying 2017)

More than the well-established forms of bullying, it can significantly add to victims' sense of insecurity. Victims can be contacted anonymously in places and at times which they once thought safe, particularly through social networking sites and messaging services. (LBTH. 2011)

Cyberbullying has similarities to traditional bullying and much of the guidance and advice in relation to bullying applies. However, there are some differences which can be summarised as follows:

- Bullying can happen 24/7 making it difficult to escape.
- The audience for bullying is potentially much larger increasing the impact.
- Cyberbullying incidents can quickly escalate making them difficult to contain.
- Anonymity and being one step removed makes it easier for the bystander to join in.
- Anonymity also increases the impact on those being bullied as they can't be sure who is responsible.
- There is a general lack of awareness that behaviour is cyberbullying and young people tend to underestimate the impact of their behaviour.
- Unlike traditional forms of bullying, evidence is readily available and should be preserved.

How we support our staff and pupils in understanding cyberbullying:

- 1) Staff will receive training in Online Safety, identifying cyberbullying and understanding their responsibilities in promoting Online Safety. Staff will be helped to keep up to date with the technologies that children are using and being aware of the reporting tools on different sites and services, in order to support pupils in making a report.
- 2) Pupils will be educated about cyberbullying through a variety of means, including: Computing lessons, PSHE lessons, Circle Time, assemblies, Anti-bullying Week, Safer Internet Day and other projects. The delivery of regular Online Safety through Computing lessons is an important part of the preventative strategy.
- 3) We will be proactive in discussing cyberbullying with pupils, including how and why it occurs and the consequences of such behaviour. Teaching pupils what is considered morally right and wrong

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offline 'in the real world' must also be thought of in the same way online.

4) Parents will be provided with information and advice about Online Safety and cyberbullying via the newsletter, leaflets, workshops and websites.

5) Pupils and staff will be involved in evaluating and improving policies and procedures. It is desirable that the pupils will be involved in a response to cyberbullying. They will have a voice through the School Council.

Procedures when responding to cyberbullying incidents:

1) All incidents should be reported to the Computing Leader/Behaviour Leader/DSL, who will ensure the person being bullied is supported and take responsibility for investigating and managing the incident.

2) The incident will be reported to other people/organisations where relevant i.e. parents/carers, internet or mobile providers, local authority, and, in some cases, the police.

3) All efforts will be made to try to contain the incident when content has been circulated to other people.

4) The Computing Leader/Behaviour Leader/DSL will investigate and record all incidents of cyberbullying, in accordance with the school's safeguarding MIS - CPOMS.

NB: The wider search powers included in the Education Act 2011 give teacher's stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

5) Staff and pupils should be advised to preserve evidence and a record of abuse e.g. save phone messages; record/screenshot/print instant messenger conversations or social network pages; print, save and forward whole email messages to staff. NB: If images are involved, it will be determined whether they might be illegal or raise child protection concerns. If so, the DSL will be contacted, who may involve the LADO (Local Authority Designated Officer), the local police in cases of actual/suspected illegal content, or CEOP <http://ceop.police.uk>

6) The person responsible for bullying will be identified. The school will work with them to make them aware of the consequences of their actions and try to change their behaviour - take into account anyone who passed on emails or texts or posted responses online.

7) Disciplinary sanctions will be applied as outlined in the school's Behaviour Policy. Consider whether a restorative approach to resolving the matter might be appropriate.

8) Consider whether the matter should be reported to the police – the age of criminal responsibility is 10.

9) Confiscate any device(s) if appropriate.

Friendship Issues and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour. Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem. However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example]

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Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

Prejudice-based hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident. One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying behaviour throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying behaviour outside of school as far as we are able to. We may seek support from the Police and or the Community Safety Case Work Team to help us to do this effectively.

Child on Child Abuse

It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'child-on-child abuse' (formally known as peer on peer abuse) and can include:

- 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
- consensual and non-consensual sharing of nude and semi nude images and or videos (also known as 'sexting' or 'youth produced sexual imagery')
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim
- initiation/hazing type violence and rituals.

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All staff should be able to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports in line with their child protection policy. Even if there are no reports of child-on-child abuse, it should be recognised by schools and settings that this does not mean it is not happening, it may be the case that it is just not being reported.

Staff in schools and settings should understand the importance of challenging inappropriate behaviours between children that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “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.

To whom can bullying be reported?

All members of staff take bullying seriously. Children are encouraged to tell someone straight away if they think they are being bullied or if one of their friends is being bullied. In assemblies/PSHE lessons, children are told they can tell any adult including:

- A member of staff in the playground
- Their class teacher
- The teaching assistant
- The Headteachers
- The Behaviour Lead – Mrs Fran Housden
- DSL/ DDSL
- Their parents

Parents should approach the class teacher in the first instance if they have concerns about their child being bullied. If their concerns continue, they can speak to the behaviour lead, DDSL, DSL, Headteacher.

The Attendance Officer monitor pupil absences and will seek to obtain the reason for absence. If the absence is an indication of bullying, the Behaviour Lead and the Headteacher would be notified.

Support for children experiencing bullying

These children will be:

- Encouraged to confide in a named member of staff if the bullying continues.
- Helped to develop positive strategies, increased self-esteem and assertiveness (usually with support of learning mentor).
- Monitored in class by teacher or in the playground by midday meal supervisors.
- Told how the bullies have been dealt with.
- Encouraged to share feelings during class circle times.
- Supported through feelings and emotions work.

Sometimes victims of bullying might need help to develop a friendship group.

Children displaying bullying behaviour will be:

- Made aware of the seriousness of their actions and possible consequences.
- Monitored in class by teacher or in the playground by midday meal supervisors.
- Encouraged to take ownership and responsibility for their actions and the impact on others.
- Where behaviour does not improve, have their own personal behaviour plan.
- Receive sanctions in accordance with the school behaviour policy.

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If bullying persists, more substantial action will be taken such as limiting times with other children where bullying has occurred.

Bullying incidents and behaviour is recorded on CPOMS and SMART outcomes are set. Safeguarding SLT will also discuss bullying incidents and look for lessons learnt to impact future practice.

Helping children to talk about and deal with bullying

Children are given the opportunity to discuss strategies to deal with bullying. We actively encourage children to tell when others are being unkind to them. Children are aware of the steps which will be taken by staff if they report bullying.

The curriculum can be used to:

- Raise awareness about all types of bullying, including gender and cyber, and the anti-bullying policy.
- Increase understanding for victims, and help build an anti-bullying ethos.
- Teach pupils how constructively to manage their relationships with others.

At the Duchy of Lancaster, opportunities for children to discuss bullying and relationships are found through the following means:

- Assemblies
- Class assemblies
- Direct teaching through PSHE
- Circle time
- Cooperative group work
- Class sessions led by the teacher
- Anti-Bullying Policy for Children

Care is taken to include SEN pupils in curriculum work about bullying in an appropriate way for their individual needs.

We use STOP 1 and STOP 2

STOP 1 is a child friendly way for children to recognise that they are being bullied and helps them to define what is happening.

- Several
- Times
- On
- Purpose (When there is an imbalance of power).

STOP 2 is a child friendly course of action for children to take.

- Start
- Telling
- Other
- People

This is displayed around the school, in class and discussed during appropriate lessons and Collective Worship.

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Consequences for Bullying

Through school council meetings, it was agreed on the following consequences regarding bullying:

1. If bullying happens, then the victim shows courage to ask them to stop and then to tell an adult
2. An adult will speak to pupil about their actions and inform the class teacher.
3. The class teacher will record the incident and meet with parent.
4. The class teacher may inform the DDSL or Headteacher.
5. The class teacher will undertake activities with the class about bullying
6. The police may be invited to meet with children to discuss their actions and the implications of their behaviours if this occurs in the community.
7. If behaviour continues, then the perpetrator will be withdrawn from class or playtime and placed in a buddy class for specific period of time.
8. If there are three reported incidents of bullying, then a meeting will be staged with the Headteacher/Deputy Headteacher, DSL and parents to put in place a Behaviour Support Plan for behaviour to avoid exclusion.
9. If bullying continues, then the Headteacher will have no alternative but to consider either a fixed or permanent exclusion.