

Policy and procedures for preventing bullying and child on child abuse



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Signed on behalf of the Governors	
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This policy has been adapted in line with KCiE 2023 and the school safeguarding policy. It replaces the previous Anti Bullying Policy.

Mission Statement

It is our aim to enable every member of our school family to flourish and live life in all its fullness by:

Teaching a broad and balanced curriculum, holistically nurturing, and developing our children, helping those in need through loving service, confronting injustice in our world and caring for creation.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

This policy should be adhered to be read in conjunction with the school behaviour policy, safeguarding policy, online policy. This policy has been reviewed to account for updated information and to adopt information from the NSPCC. It has also been drawn up based on legislation and guidance that seeks to protect children in the UK. (KCSiE 2023, Online Safety Guidance, Safeguarding)

School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. At St Peter's C of E School, we must teach the children the difference between 'bullying behaviour' and one-off incidents of an unkind nature. Again, this is through the PSHCE, and embedded throughout daily teaching.

Aims and purpose of the policy.

- To ensure a secure and happy environment free from threat, harassment, discrimination, or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging, and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

This policy is to be ready alongside -Behaviour Policy / safeguarding policy / online safety policy.

Child on Child Abuse

All staff should be aware that children can abuse other children at any age (often referred to as child on child abuse) And that it can happen inside and outside of the school.

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber bullying, prejudice based and discriminatory bullying)
- Abuse in intimate personal relationships between children. (Sometimes known as teenage relationship abuse)
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling or other ways of causing physical harm.
- Sexual violence
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

1. Definition of bullying

Bullying is hurtful, unkind, or threatening behaviour which is **deliberate and repeated**. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying and/ or Child on Child abuse can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

2. Reporting bullying / Child on Child Abuse

If a child feels they are being bullied or that a form of child on child abuse is taking place, then the staff need to report to the relevant person.

If there is a safeguarding concern and the nature of the abuse then this should be reported to the Designated Safeguarding Leads – Alison Dodd and / or Danielle Parker.

Reporting – roles and responsibilities

Staff

All staff have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

All the class teachers are anti-bullying leads.

Senior Staff

The Senior Leadership team and the Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people. All staff are responsible for

Parents/carers

Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration).

Parents and carers should support their child to report the bullying. The child's teacher is the first point of contact.

Pupils

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.

Signs and Symptoms of Bullying

Signs and symptoms that someone may be being bullied Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied.

- is frightened of coming to school
- doesn't want to play outside
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- uses excuses to miss participating in lessons (headache, stomach ache etc)
- begins to suffer academically
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises or shows signs of being in a fight
- refuses to eat lunch
- becomes aggressive, disruptive, or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- is unable to sleep

- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone or is nervous and jumpy when a text message or email is received

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

STEP 1 - If staff have concerns over a child's behaviour (bullying behaviour towards someone else) then they should in the first instance raise the concerns with the class team around the child. This behaviour should be dealt with by the class teacher where possible through using conflict resolution / restorative approaches and ascertaining why the bully may be perpetrating this behaviour. Support should always be given from the pastoral team or team of adults for both the child with bullying behaviour and the victim. Where possible every effort should be made to restore the relationship and understand the views, thoughts, feelings of the children involved. Bullying incidents will be inputted into the CPOMS system and at this stage described as "bullying behaviour", as we do not want to label any child. Parents / Carers will be informed via a telephone conversation from either the class teacher, behaviour lead or learning mentor.

Designated school staff will monitor incident reporting forms and information recorded on CPOMS analysing the results. **(SLT inc. HT / Behaviour Lead)**

STEP 2 – Persistent 'bullying behaviour' If a child is reported to be persistently targeting another child / group of children then the chronology on CPOMS would indicate more than one incident of bullying behaviour. This is where staff would be having discussions with SLT and raising further concerns. SLT may wish to arrange to meet with the child and maybe their parent / carer to discuss the behaviour displayed and the impact it is having. This also includes online behaviour towards other children. If a staff member is alerted to online bullying behaviours then the staff member should be informing the class teacher and SLT. Just as we report safeguarding concerns using a disclosure form, we ask the staff member to apply their safeguarding training to ascertain as much information possible to what behaviour is taking place online.

Ascertain

- 1) Who is involved?
- 2) Where was the child when this took place?
- 3) What day did it take place?
- 4) Did they report to their parent?
- 5) Do they still have messages?
- 6) Who have they told?
- 7) Has this happened before?
- 8) What was said? By Who? What did you reply?

This needs to be used to ascertain the facts. We have an Online Safety Concern Form which we expect the staff member to complete and pass to the DSL.

STEP 3 - Continuation of Bullying Behaviours If a child continually presents behaviour towards other children which causes significant emotional and physical

harm then the school may make the decision to suspend the perpetrator and then hold a meeting with the parent / carer to implement an acceptable behaviour agreement. During this time the school may also choose to involve other agencies e.g. the Community Policing team and make referrals for additional support. Refer to Positive Behaviour Policy regarding further consequences and approaches to manage the behaviour.

Whilst every effort will be made to provide the best support for both the perpetrator and victim; the school takes persistent bullying which places others at risk of physical and emotional harm seriously. In cases of bullying (repeated incidents), the incidents will be recorded by staff on a Serious Incident Form. Parents / carers will be informed and requested to attend a school meeting to discuss their child's behaviour.

- The bullying behaviour or threats of bullying must be investigated and addressed quickly. As outlined in the positive behaviour policy the school may take action on behaviour that has taken place out of school.
- Restorative approaches are used to support both parties to understand the impact of the behaviour and to support restoring the relationships.

Designated school staff will produce termly reports summarising the information which the Headteacher will report to the governing body through the HT report.

Additional Support

Support will be offered to the target of the bullying from a variety of adults depending on the nature of the bullying (learning mentor, class teacher) or using restorative justice or other programmes. Staff will proactively respond to the child who is displaying bullying behaviours who also may require support from the learning mentor or class teacher or using restorative justice or other programmes. Staff will assess whether parents and carers need to be involved. Staff will assess whether any other authorities (such as police or other agencies) need to be involved, particularly when actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found

using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as CPOMS.

Prejudice based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted.

All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School strategies to prevent and tackle bullying.

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. The policy is available on the school website.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity, and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- PSHE lessons provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Peer-mentoring, pupil-led programmes arranged by the learning mentor offer support to all pupils.
- Restorative justice systems provide support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups (e.g. through the school council, worship leaders)
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Training

The Headteacher is responsible for ensuring that all school receive regular training on all aspects of the preventing bullying, online bullying and child on child abuse.

Monitoring the policy

The Headteacher and SLT are responsible for monitoring the policy on a day-to-day basis. They are responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

Evaluating and reviewing

The Headteacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly HT report. The governors are in turn responsible for evaluating the effectiveness of the policy via this report and by in school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed. The policy is reviewed on an annual basis in line with KCSiE.