St. Peter's Church of England Primary School

Policy and procedures for preventing bullying, dealing with bullying and child on child abuse

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Flourishing Together

I have come in order that you might have life—life in all its fullness.
John 10:10

Our Christian Characteristics

LOVE, JOY, PEACE, PATIENCE, KINDNESS, GOODNESS, FAITHFULNESS, GENTLENESS, SELF- CONTROL

As a Church of England Primary School, we encourage one another to learn from the teachings of Jesus and the bible, by promoting our Christian characteristics through The Fruit of the Spirit.

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control;" Galatians 5:22

We want everyone in our school family:
- to be loved and show love towards everyone and everything
- to experience joy, show joy and bring joy to others
- to be patient
- to be kind
- to show goodness – be selfless, to act well
- to be faithful and show faithfulness demonstrating trust and loyalty
- to be gentle towards others, showing care and compassion
- to show self-control through controlling our thoughts, emotions and actions

Our Christian Characteristics are referred to through worship and through our curriculum. They are part of living out our vision based around the words of Jesus, he said *'I have come that you may have life in all its fullness'* (John 10:10) Our school family will live life in its fullness by demonstrating love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Through embedding our Christian Characteristics and vision we endeavour for everyone to flourish together.

Anti-Bullying Policy Statement

Flourishing Together
'I have come that you may have life, life in all its fullness' John 10:10

At St Peter's C of E Primary School, we are committed to providing a safe, inclusive, and respectful environment where all pupils can learn and thrive free from bullying, harassment, and discrimination.

In line with the Equality Act 2010, our school will:

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

This policy is to be read in conjunction with the school's:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy

In accordance with Keeping Children Safe in Education (KCSiE) 2025, our school will:

Promote a whole-school safeguarding culture where bullying is not tolerated.

- Ensure staff are trained to identify, report, and respond to all forms of bullying, including online and peer-on-peer abuse.
- Provide early help and intervention to support children affected by bullying.
- Address online safety risks, including cyberbullying and harmful content.
- Empower pupils to report bullying confidently and ensure their voices are heard.
- Ensure that class teachers, support staff and pastoral staff including Designated Safeguarding Lead (DSL) monitor and responds to bullying incidents appropriately.

This policy has been reviewed to reflect current legislation and guidance, including updates from the NSPCC, and aims to protect all children in our care.

School Strategies to Prevent and Tackle Bullying

At St Peter's C of E Primary, we use a range of proactive strategies to prevent and address bullying:

- Our **school vision** promotes a culture of respect, inclusion, and dignity, where every member of the community is known and valued.

- A **pupil-friendly anti-bullying policy** ensures children understand what bullying is and how to report it. This is available on the school website.

- The **PSHE curriculum** teaches pupils about different types of bullying, self-worth, empathy, and respect for diversity.

- **Collective worship** reinforces themes of kindness, respect, and community.

- Pupils build **confidence and self-expression** through planned activities across the curriculum.

- **Restorative approaches** and targeted interventions support both victims and those displaying bullying behaviour.

- Staff and pupils actively **challenge stereotypes** and promote equality.

- Pupils contribute to anti-bullying efforts through **school council and leadership roles**.

- We work in **partnership with parents, carers, and community organisations** to address bullying beyond school.

Definition of Bullying

Bullying is defined as **deliberately hurtful behaviour** that is **repeated over time**, where it is difficult for the person being bullied to defend themselves. It involves an imbalance of power and can take many forms, including:

Emotional – excluding, threatening, or undermining someone.

Physical – hitting, kicking, pushing, threatening, theft, extortion or taking belongings, damaging belongings.

Verbal – name-calling, teasing, spreading rumours.

Prejudice-based – targeting someone due to race, religion, gender, disability, or sexuality.

Cyberbullying – using technology to send harmful messages, share embarrassing content, or exclude others online

Bullying can happen face-to-face or online and may involve individuals or groups. It causes real distress and can have serious effects on a child's wellbeing, learning, and development. Our school is committed to preventing bullying, responding promptly and effectively to incidents, and supporting all children involved.

Definition of Child on Child Abuse

Child-on-child abuse occurs when a child or young person is harmed, exploited, or abused by another child or young person under the age of 18. This abuse can happen inside or outside of school, and online or offline. It is essential to recognise that abuse is not limited to adult perpetrators, **children can and do abuse other children.**

Child-on-child abuse may include:
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse (e.g. hitting, kicking, biting, hair-pulling)
- Sexual violence (e.g. rape, assault by penetration, sexual assault)
- Sexual harassment (e.g. sexual comments, jokes, online harassment)

- Sharing of nude or semi-nude images (consensual or non-consensual)
- Abuse in intimate relationships between peers
- Initiation/hazing-type violence and rituals

Upskirting (taking images under clothing without consent—this is a criminal offence)

All staff must be able to recognise the signs of child-on-child abuse and respond appropriately in line with the school's safeguarding and child protection policies. The school must ensure that pupils feel safe to report concerns and are supported throughout any investigation or intervention.

Preventing Bullying Through Education and Empowerment

At St Peter's C of E Primary, we are committed to helping children understand what bullying and abuse are, how to recognise them, and how to seek help. Through our PSHE curriculum, pupils are taught about respectful relationships, personal boundaries, and the importance of kindness and inclusion. We work in partnership with organisations such as the NSPCC, using trusted resources like the Speak Out Stay Safe programme to reinforce these messages in age-appropriate ways. Our school fosters a culture of openness where children feel safe, heard, and empowered to speak up if they or someone else is being mistreated. Staff undertake annual safeguarding training which includes ensuring they listen, respond sensitively, and take all concerns seriously, ensuring every child knows they have a trusted adult to turn to.

Signs and Symptoms of Bullying

Bullying can have a serious impact on a child's emotional, physical, and educational wellbeing. Staff, parents, and carers should be alert to possible signs that a child may be experiencing bullying.

These may include **unexplained injuries**, **frequent headaches or stomach aches**, **changes in behaviour** such as becoming withdrawn, anxious, or aggressive, **loss of interest in school**, **declining academic performance**, or **reluctance to attend school**. Children may also show signs of **low self-esteem**, **difficulty sleeping**, or **changes in eating habits**.

In cases of cyberbullying, children might become secretive about their online activity or show distress after using digital devices.

Signs of Child-on-Child Abuse

Child-on-child abuse can be difficult to detect, but staff must remain vigilant for signs that a child may be experiencing harm from another child. Indicators may include **unexplained injuries**, **changes in behaviour** such as becoming withdrawn, anxious, or aggressive, **fear of certain peers or places**, **reluctance to attend school**, or **sudden changes in friendships or social groups**. Children may also show signs of **emotional distress**, **low self-esteem**, or **difficulty sleeping**.

 In cases involving sexual harassment or abuse, children might display **age-inappropriate sexual knowledge or behaviour**, **avoidance of physical contact**, or **distress after using digital devices**.

Recognising these signs early and responding with care and support is essential to safeguarding children and promoting a safe school environment. All staff should actively monitor changes in well-being, behaviour and be vigilant in identifying reasons for changes in behaviour.

Responsibilities

Staff Responsibilities in Challenging and Preventing Bullying

All staff share a collective responsibility to **challenge unacceptable behaviour**, including bullying, homophobia, harassment, and discrimination. Staff are expected to always be vigilant, both within and beyond the classroom, and to take proactive steps to prevent bullying by establishing and consistently enforcing clear rules and expectations. Through modelling respectful behaviour and promoting a culture of kindness, inclusion, and safety, staff help create an environment where all pupils feel valued and protected. This commitment extends to all areas of school life, including break times, transitions, and online interactions.

Leadership Responsibilities

Senior staff and the leadership team hold overall responsibility for the **implementation and oversight of policies and procedures** that safeguard children from harm. This includes ensuring that all safeguarding, behaviour, and anti-bullying policies are consistently applied and regularly reviewed. Leadership is also responsible for making informed decisions in cases where a child may **persistently or deliberately cause harm to others** through bullying or abusive behaviours. These decisions are made in line with the school's **behaviour management procedures**, with a focus on protecting the wellbeing and safety of all pupils, while ensuring appropriate support and intervention for those involved.

Parental Responsibilities

Parents and carers play a vital role in safeguarding their children and supporting the school's efforts to prevent bullying and child-on-child abuse. They are responsible for **monitoring their child's wellbeing**, being alert to any **changes in behaviour, mood, or presentation**, and raising concerns with the school when needed. We encourage parents to work in **collaboration with staff**, communicating respectfully and openly with class teachers or other relevant staff members. Parents should also **monitor their child's online activity** and report any behaviour that is **antisocial, threatening, or intended to cause harm**—either to the school or, where appropriate, to the **local community policing team**. By working together, we can ensure a safe and supportive environment for all children.

Pupil Responsibilities

Pupils at St Peter's C of E Primary are encouraged to take an active role in promoting a safe and respectful school environment. They are responsible for **reporting any concerns** about their own experiences or those of others and are taught that it is never acceptable to be a **bystander to bullying or abuse**. Children are empowered to speak up and seek help from trusted adults, knowing their voices will be heard and valued. We encourage pupils to be **advocates for positive change**, and to raise concerns about their friends if they believe someone may be at risk. Through education and support, we help children understand that standing up for others is a vital part of keeping everyone safe.

Reporting

Reporting Bullying and Child-on-Child Abuse

At St Peter's C of E Primary School we actively encourage all children to speak up and speak out if they feel they are being bullied or if they witness or experience any form of child-on-child abuse.

Pupils are supported to identify trusted adults within the school, this may be their class teacher, support staff, or any other member of the school community. We foster a culture of openness and safety, where children know their concerns will be taken seriously and acted upon.

Parents and carers are also recognised as key partners in safeguarding and are encouraged to raise concerns directly with their child's class teacher in the first instance. All reports are handled sensitively, promptly, and in line with our safeguarding procedures to ensure the wellbeing of every child.

Staff Reporting Procedures

All staff are expected to take an active role in safeguarding children by documenting any concerns related to bullying or child-on-child abuse. Concerns must be recorded using the **CPOMS reporting system** or, where appropriate, by completing a **Welfare Concern Form**. It is essential that the **Designated Safeguarding Leads (DSLs)** are informed promptly to ensure that concerns are monitored, investigated, and followed up with appropriate support. This process enables the school to maintain accurate records, identify patterns, and take timely action to protect pupils and promote a safe learning environment

Parents / Carers

Parents and carers are encouraged to contact the school to book an appointment if they have concerns about their child's wellbeing or experiences related to bullying or child-on-child abuse. In the first instance, concerns should be raised with the class teacher, who will listen, respond appropriately, and document the issue. If further support or action is required, the class teacher will escalate the concern to senior leadership, ensuring that the matter is addressed in line with the school's safeguarding and behaviour management procedures. Conversations would be logged on the CPOMS system for further monitoring and follow up.

Responding to Concerns and Allegations

Each allegation or concern raised regarding bullying or child-on-child abuse is taken seriously and responded to promptly in line with the school's safeguarding procedures. Staff must ensure that all concerns are accurately documented using the CPOMS system or a Welfare Concern Form, and that the Designated Safeguarding Leads (DSLs) are informed without delay. The DSLs will assess the nature and severity of the concern, initiate appropriate monitoring, support, and investigation, and determine any necessary actions to safeguard all pupils involved. Responses will be guided by the school's behaviour policy, ensuring fairness, consistency, and a focus on pupil wellbeing. The school staff will manage the concerns in relation to the age and maturity of the children involved.

Step 1: Initial Concern

When staff observe or are made aware of bullying behaviour, they should first raise the concern with the child's class team. The class teacher will address the issue using **restorative approaches** and **conflict resolution**, supported by the pastoral team. The aim is to understand the behaviour, support both the child displaying bullying behaviour and the victim and restore relationships. Incidents are recorded on **CPOMS** as "bullying behaviour" to avoid labelling. Parents/carers are informed via a phone call from the class teacher, behaviour lead, or learning mentor. Senior staff monitor CPOMS entries to identify patterns.

Step 2: Persistent Behaviour

If bullying behaviour continues, CPOMS will show a **chronology of repeated incidents**. Staff must escalate concerns to **Senior Leadership Team (SLT)**, who may meet with the child and their parent/carer to discuss the impact of the behaviour. This includes **online bullying**, which must be reported to SLT using the **Online Safety Concern CPOMS**. Staff should gather key details **(who, when, where, what was said, and whether messages are saved)** to support safeguarding procedures.

Step 3: Continued Harmful Behaviour

If a child continues to cause significant emotional or physical harm, the school may issue **internal or external suspension** and hold a meeting with parents/carers to implement an **Acceptable Behaviour Agreement**. External agencies, such as the **Community Policing Team**, may be involved. Serious incidents are recorded using CPOMS, and parents are required to attend a school meeting. The school **may take action** on behaviour occurring **outside school**, in line with the **Positive Behaviour Policy**.

Throughout all stages, **restorative approaches** are used to help children understand the impact of their behaviour and rebuild relationships.

Termly reports on behaviour across school are produced by designated staff and shared with the **Headteacher and Governing Body**.

Additional Support

Support is provided to both the child experiencing bullying and the child displaying bullying behaviour. This may include input from the **class teacher**, **learning mentor**, or use of **restorative approaches** and targeted programmes. Staff will assess the need for **parental involvement** and, where necessary, refer to **external agencies** such as the police, especially when incidents occur outside of school.

Bullying Behaviour Outside of School

Bullying is unacceptable regardless of where it occurs—**in school, on the journey to and from school, online, or in the wider community**. Cyberbullying, in particular, can affect pupils beyond the school day. All members of the school community—staff, parents, and pupils—must remain vigilant and report concerns in line with this policy.

In line with the school's Behaviour Policy and **DfE guidance**, inappropriate behaviour that occurs **outside of school** may be addressed by the school if it places other children at risk, causes harm, or brings the school into disrepute. This includes incidents on the way to and from school, online behaviour, and actions within the wider community. Where necessary, the school may implement appropriate consequences, including suspension, in response to serious behaviour that impacts pupil safety or wellbeing.

Derogatory Language

The use of **derogatory or offensive language** is not tolerated. Such language may reflect or contribute to bullying and will be **challenged, recorded on CPOMS**, and followed up with appropriate actions or consequences. Staff are encouraged to record even casual use of such language to monitor patterns and intervene early. Children should be challenged on their use of language and educated on the meaning and impact of using derogatory or offensive language.

Prejudice-Based Incidents

A **prejudice-based incident** is a one-off act of unkindness or harm motivated by negative attitudes toward a **protected characteristic or minority group**. These incidents are taken seriously, recorded, and monitored. As outlined above children will be challenges and educated on their appropriate use of language and behaviour and it is expected that parents / carers support the schools' policies. b The **Headteacher reports trends to the governing body**, enabling targeted interventions and helping to prevent future bullying.

Online Bullying and the Use of AI

Online bullying, including the misuse of digital platforms and emerging technologies, is a growing concern. Pupils may be targeted through **social media, messaging apps, gaming platforms**, or other online spaces. Increasingly, **AI tools** are being misused to cause harm, for example, by

modifying images, creating **fake content**, or spreading misinformation intended to embarrass, intimidate, or threaten others. Such behaviour is strictly prohibited and will be treated as a serious safeguarding concern. Staff must respond promptly to reports of online bullying, gather relevant information, and complete an **Online Safety report on CPOMS**. Reports of behaviour may be dealt with beyond school and involve the community policing team. It could be deemed as harassment, anti social behaviour is extremely damaging for children involved.

Parents and carers are encouraged to monitor their child's online activity and report any harmful behaviour to the school or appropriate authorities. The school is committed to educating pupils about **responsible digital citizenship** and the ethical use of technology through our computing and PSHE curriculum.

Training

The Headteacher ensures all staff receive regular training on bullying prevention, online safety, and child-on-child abuse.

Monitoring

The Headteacher and SLT monitor bullying concerns daily, analysing CPOMS data to identify patterns and respond effectively.

Evaluation and Review

The Headteacher reports termly to the governing body on the implementation of this policy.

Governors evaluate its effectiveness through reports, learning walks, and pupil voice activities. The policy is reviewed annually in line with KCSiE guidance and updated as needed.

To be read in line with

Child on Child Abuse Statement addendum to this policy

Safeguarding and Child Protection Policy

Behaviour Policy

Online Safety Policy