



Anti-Bullying Policy

including preventing and
managing incidents of child on
child abuse

Last Review: September 2022

Frequency: Annually

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Introduction

***'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)**

Alma Primary school is committed to providing its pupils with a caring and homely environment within which individuality can flourish, allowing them, without hindrance, to live their lives to the full. Everyone has the right to be treated with kindness and respect and to be properly supported if they are not. All staff, parents and pupils work together to prevent and reduce any instances of child on child abuse or bullying at the school. Bullying and child on child abuse of any kind is deemed unacceptable and will always be taken seriously and acted upon.

Aim

At Alma Primary School our overarching aim is to develop a school ethos in which child on child abuse and bullying is regarded as unacceptable. We work together to ensure that our school is a safe and secure environment where all our learners can succeed; this means being free from all forms of abuse from peers and bullying behaviour. The aim of this policy is to produce a consistent school response to any instances of child on child abuse and bullying incidents that may occur and to highlight each person's responsibility with regards to the eradication of it in our school.

Good teaching and learning provides opportunities for all pupils to engage in their own learning and feel successful. An integral part of our Personal, Health and Social Education (PHSE) is to explore the issues around child on child abuse and bullying, especially to discuss what it is and what our school is doing to ensure that pupils do not feel powerless in the school community. We tackle issues surrounding child on child abuse and bullying through: the curriculum, corridor displays, circle time, anti-bullying week, peer support, school assemblies and the recording and reporting process.

The principal aim is to ensure that our school takes a pro-active approach to child on child abuse and bullying, not a reactive one. At Alma our aim is:

- To ensure that all our pupils and staff are involved in developing and evaluating our codes of conduct, school rules and behaviour policies;
- To ensure that every pupil and adult at our school feels happy, valued and is treated with respect;
- To ensure that pupils know what child on child abuse and bullying is and why it happens; this is addressed through whole school assemblies and the teaching of the curriculum;
- To empower all our pupils to tell a member of staff, their peers or their parents if they think they are being abused or bullied. All staff have a responsibility to take each pupil's fears and feelings seriously;
- To prepare pupils for secondary school through transitional work;
- That when staff are made aware of child on child abuse or a bullying incident they follow procedures as set out in this policy. Reported incidents will be investigated and recorded in the 'Child on child Abuse' folder (located in the Headteacher's office).

Cyber-bullying:

- To ensure all pupils have clear structures to deal with online abuse such as cyberbullying which are cross-referenced with other school policies;
- Through online safety lessons and school assemblies, the pupils understand the impact of cyberbullying and trolling and know how to seek help if they are affected by any form of online bullying and also know how to report this abuse when using the internet and related technologies, i.e. parent or carer, teacher or trusted staff member, or an organisation such as Childline or CEOP.

The Education and Inspections Act 2006 empowers Headteachers to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying which may take place outside of the school, but is linked to membership of the school.

What does the law say about bullying?

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated;
- Intended to hurt someone either physically or emotionally;
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- Physical assault;
- Teasing;
- Making threats;
- Name calling;
- Cyberbullying – bullying via mobile phone or online (for example email, social networks and instant messenger).

By law, all state (not private) schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils. Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Some forms of bullying are illegal and should be reported to the police. These include:

- Violence or assault;
- Theft;
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages;
- hate crimes.

School staff will deal with bullying in different ways, depending on how serious the bullying is. They might deal with it in school, for example by disciplining bullies, or they might report it to the police or social services. Any disciplinary action must take account of special educational needs or disabilities that the pupils involved may have.

Headteachers have the legal power to make sure pupils behave outside of school premises (state schools only). This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre. School staff can also choose to report bullying to the police or local council.

Types of child on child abuse and bullying

'Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.' (NSPCC)

Child on child abuse can be:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationship between peers;
- Physical abuse: hitting, kicking, shaking, biting, hair pulling, slapping or otherwise causing physical harm;
- Verbal abuse: name calling, gossiping or threatening someone;
- Non-verbal abuse: hand signs or text messages;
- Emotional abuse: threatening, intimidating or humiliating someone;
- Exclusion: ignoring or isolating someone;
- Undermining, constant criticism or spreading rumours;
- Controlling or manipulating someone;
- Making silent, hoax or abusive calls;
- 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;
- Upskirting;
- Initiation/hazing type violence and rituals;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (the school will refer to the UKCIS Education Group document 'Sharing nudes and semi nudes: advice for education settings working with children and young people' (December 2020)
- Racial, sexual or homophobic bullying.

Many kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or SEND are just some of the types of bullying that can occur. Bullying or abuse is acted out through the following mediums:

- Verbally;
- Non-verbally;
- Physically;
- Emotionally;
- Online (cyber);

'Cyberbullying is bullying that takes place online. Unlike bullying in the real world, online bullying can follow the pupil wherever they go, via social networks, gaming and mobile phone.' (NSPCC)

Cyberbullying can include:

- Sending threatening or abusive text messages;
- Creating and sharing embarrassing images or videos;
- Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games;
- Excluding pupils from online games, activities or friendship groups;
- Shaming someone online;

- Setting up hate sites or groups about a particular pupil;
- Encouraging young people to self-harm;
- Voting for or against someone in an abusive poll;
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name;
- Sending sexually explicit messages, also known as sexting;
- Pressuring pupils into sending sexual images or engaging in sexual conversations.

Signs of child on child abuse and/or bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of abuse:

- Unwillingness to attend school;
- Being frightened to travel to or from school;
- Truancy;
- Becoming anxious or lacking confidence;
- Saying that they feel ill in the morning;
- Decreased involvement in school work;
- Leaving school in torn clothes or damaged possessions;
- Missing possessions;
- Asking for extra money or stealing;
- Cuts or bruises;
- Lack of appetite;
- Becoming agitated when receiving calls or text messages;
- Lack of eye contact;
- Becoming short-tempered;
- Change in behaviour and attitude;

Pupils who display any of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Prevention of child on child abuse or bullying

The school has a zero-tolerance approach to all forms of bullying and peer-on-peer abuse, including sexual harassment and sexual violence. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing child on child abuse and bullying, and the procedures in place which will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent child on child abuse and or bullying and address the wider societal factors that can influence behaviour, pupils are educated about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies, PSHE and RSE curriculums. The school also ensures that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE and computing lessons, RSE and circle time; such content will be age and stage of development specific.

Through training, all staff are aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as 'banter' or 'part of growing up'. All staff are aware that child on child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm. Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff are made aware of the heightened vulnerability of pupils with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further. Staff are aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as SEND pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be as robust as it is for incidents between pupils of the opposite sex.

Responding to child on child abuse or bullying

The following steps may be taken when dealing with incidents of child on child abuse or bullying reported to the school:

- If child on child abuse or bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. All incidents are logged on CPOMS and recorded on a 'Child on child Abuse Incident Form' located in the Headteacher's office;
- The school will provide appropriate support for the pupil being abused – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate;
- The Headteacher/Designated Safeguarding Lead or another member of leadership staff will interview all parties involved. The victim, alleged perpetrator and witnesses are all interviewed separately;
- The designated safeguarding lead and deputies will be informed of all child on child abuse or bullying issues;
- The school will inform other staff members, and parents/carers where appropriate;
- Sanctions and support for individuals will be implemented, in consultation with all parties concerned;
- If necessary, other agencies may be consulted or involved, such as; the police (if a criminal offence has been committed) or other local services including early help or pupils' social care (if a pupil is felt to be at risk of significant harm);
- Where the abuse takes place off school site or outside of normal school hours (including cyber-bullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school;
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. A 'Child on child Abuse Risk Assessment' will be completed if there has been a report of sexual violence. A 'Child on child Abuse Risk Assessment' will be considered on a case-by-case basis if there has been a report of sexual harassment. The outcomes of the risk assessment may result in the perpetrator being removed from the classroom they share with the victim;

- If appropriate, the alleged perpetrator, the victim and witnesses will be asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture;
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete;
- All concerned pupils are informed that they must not discuss the interview with other pupils;
- All child on child abuse and bullying incidents recorded are reported to the Local Governing Board (LGB) termly;
- Work will take place with the victims and the pupils who have carried out the bullying to ensure the incident is not repeated. Support can take place on a one-to-one basis, in small groups, working with a member of the inclusion team/safeguarding team, or with referrals made to outside agencies for professional support.
- The school has a zero-tolerance approach to cyberbullying or child on child abuse online. The school views cyberbullying with the same severity as any other form of bullying or child on child abuse and will follow the sanctions set out in this policy and Child Protection/Safeguarding policies if it becomes aware of any incidents.

If the headteacher is satisfied that bullying and/or child on child abuse has taken place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the pupil of the type of sanction to be used in this instance, such as reflection, internal exclusion or fixed-term exclusion and future sanctions if the child on child abuse and or bullying continues. If possible, the headteacher will attempt reconciliation and will obtain a genuine apology from the perpetrator. This will either be in writing to the victim (and/or witnesses if appropriate) or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of child on child abuse or bullying incidents and what action is being taken. The pupils will be monitored informally over the next half term.

The progress of both the bully and the victim will be monitored by their teachers. Pupils who have been bullied will be supported in the following ways:

- Being listened to;
- Having an immediate opportunity to meet with a senior leader or a member of staff of their choice;
- Being reassured;
- Being offered continued support;
- Being offered counselling, where appropriate.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions;
- Being able to discuss what happened;
- Being helped to reflect on why they became involved;
- Being helped to understand what they did wrong and why they need to change their behaviour;
- Appropriate assistance from parents.

Pupils who have been bullied or have bullied others will be assessed on a case-by-case basis and the Designated Safeguarding Lead will, if necessary, refer to Children's Services or CAMHS.

Implementation, monitoring and review of the Anti-Bullying Policy

The LGB supports the school to ensure that the aims of this policy are implemented and are reviewed on an annual basis. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the Headteacher and through staff performance measures. The Senior Leadership Team (SLT) monitors the implementation of this policy and is pro-active in supporting the strategies listed. The school will also analyse the incidents recorded in the Child on child Abuse Folder to identify any patterns of behaviour or common themes. The policy complies with Government advice 'Preventing and Tackling Bullying' (July 2017). It also takes into account the DFE statutory guidance 'Keeping Children Safe in Education' (Sept 2020).

Roles and responsibilities

The role of our Local Governing Board (LGB)

At Alma Primary School the Local Governing Board (LGB) supports the Headteacher in all attempts to eliminate child on child abuse or bullying in our school. The LGB will not condone any abuse or bullying at all and any incidents that do occur will be taken very seriously and dealt with appropriately. Parents can ask the Chair of the LGB to investigate an incident if they are dissatisfied with the way the school has dealt with the matter. The LGB responds within ten days to any request from a parent to investigate incidents of child on child abuse or bullying. In all cases the LGB notifies the Headteacher, who in turn will investigate the incident further and report back to the Chair of the LGB. The LGB supports the school to ensure that the aims of this policy are implemented and are reviewed on an annual basis.

The role of all staff at Alma

It is the responsibility of all staff to implement our school's Anti-Bullying Policy and know how to identify and deal with incidents of child on child abuse and bullying. The Headteacher reports any incidents of bullying to the Local Governing Board (LGB). The Headteacher ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of child on child abuse and bullying. The Senior Leadership Team monitors the implementation of this policy.

Partnership with parents

The school works closely with parents to ensure that their child/children are supported. Parents play a vital role in both identifying and informing the school of any concerns. If parents are concerned that their child might be being bullied, they should contact their child's class teacher immediately. They can also speak to any of the senior members of staff if they continue to have concerns. We encourage an active partnership through an on-going dialogue with parents. Parents also have a responsibility to support the school's anti-bullying policy by actively encouraging their child to follow our positive behaviour policy and working in partnership agreement by being a positive member of our school community.

Pupil participation

In our school we encourage pupils to take responsibility and to make decisions. We work to encourage that all pupils in our school become independent learners and be able to share their concerns with any member of the school staff. Pupils are encouraged to share their views and feelings through circle time, assemblies and PHSE work. The School Buddies, Head Students and Well-Being Ambassadors provide an additional voice for pupils to share their concerns and to highlight the issues surrounding bullying. Time to Talk is available for pupils who need to discuss their experiences. The Headteacher ensures that all pupils know that bullying is wrong, and that it is unacceptable behaviour in this school.

Through whole school assemblies, circle time and the teaching of the curriculum pupils are provided with the following guidance when dealing with bullying:

When you are being abused or bullied:

- Be firm and clear – look them in the eye and tell them to stop;
- Get away from the situation as quickly as possible;
- Tell an adult what has happened straight away.

If you have been abused or bullied:

- Tell a teacher or another adult in school;
- Tell your family;
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you;
- Keep on speaking up until someone listens;
- Don't blame yourself for what has happened.

When you are talking about abuse or bullying with an adult:

- Be clear about what has happened to you;
- How often it has happened;
- Who was involved;
- Who saw what was happening;
- Where and when it happened;
- What you have done about it already.

Working with adults

Our school takes measures to prevent and tackle bullying among pupils. However, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable. Adults who have been bullied or affected will be supported, the incident will be investigated and appropriate action will be taken in accordance with the school's Positive Behaviour Policy, Visitor Policy and Code of Conduct.

Useful documentation and guidance

This policy should be read in conjunction with:

Specific school policies and documentation

- **Alma Primary School's Positive Behaviour Policy**
- **Designated Teacher for LAC Policy**
- **Whistleblowing Policy and Procedures**
- **Confirmation of Safeguarding Checks on Staff/Workers**
- **Health and Safety Policy**
- **Visitor Behaviour Policy**
- **Staff Code of Conduct**
- **Sex and Relationships and PHSE Policy**
- **Online Safety Policy**
- **Child Protection and Safeguarding Policy**

Specific Safeguarding EYFS Policies include:

- **Intimate Care**

DFE advice and guidance

- **DfE Behaviour and Discipline in Schools Guidance**
- **Mental health and behaviour in schools, advice for school staff**
- **Counselling in schools: a blueprint for the future: advice for school leaders and counsellors**
- **Keeping Children Safe in Education (KCSIE)**
- **Working together to safeguard children**

Legislation

- **Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014**
- **The Equality Act 2010**
- **The Children Act 1989**
- **The Education and Inspections Act 2006, 2011**
- **Protection from Harassment Act 1997**
- **Malicious Communications Act 1988**
- **Communications Act 2003**
- **Public Order Act 1986**
- **Children and Families Act 2014**
- **The Education (Independent School Standards) Regulations 2014**

Appendix 1 - Acts of Law and Guidance

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 Education (Independent School Standards) Regulations 2014

The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing-up and implementation of an effective anti-bullying strategy

The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- 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 people who do not share it;
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the Public Sector Equality Duty (PSED). In addition, Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with pupils who do not have special educational needs.

Children Act 1989

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority pupils' social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a pupil engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

Criminal law

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.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Education and Inspections Act 2006 - Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

More detailed advice on teachers' powers to discipline, including their power to discipline pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for headteachers and school staff'.