



Anti-bullying and Child on Child Abuse Policy

Category: Non-Statutory	Approved by: Teaching Learning & Care (TLC) Committee
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Initial Review by: Head Teacher	Formal Review by: TLC Committee
Linked Policies: Equality Policy, Behaviour Policy	

Our Christian vision:

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

"Coming together, learning to be the best we can be"

Anti-bullying and Child on Child Abuse

Woolhampton CE Primary school recognises that bullying is a form of child-on-child abuse and a safeguarding issue. All procedures outlined in this policy are safeguarding procedures and must be followed in conjunction with our Safeguarding and Child Protection Policy.

This policy should be read alongside:

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

1. Aims of this policy

- a) To understand what is meant by bullying and that bullying is a form of child-on-child abuse.
- b) To ensure that staff are aware of the signs of child-on-child abuse and the forms that it can take.
- c) To ensure that staff know how to follow safeguarding procedures when dealing with suspected incidents of child-on-child abuse.
- d) To prevent bullying.
- e) To establish a safe and secure environment where everyone is treated with respect and compassion.

- f) To produce a consistent school response to any bullying incidents.
- g) To make all those connected with the school aware of our opposition to bullying, and to make clear each person's responsibilities with regard to the eradication of bullying in our school.

2. Introduction

At Woolhampton CE Primary School, we are guided by our school's Christian vision and strive to ensure that our school is a place where all children can flourish. We are committed to developing a caring, compassionate and safe school community where everyone can thrive and everyone feels confident in seeking support if they need it. We believe that it is a basic entitlement of all children to receive their education free from intimidation, threatening behaviour or abuse of any kind.

Woolhampton CE Primary School recognise that bullying can cause severe and adverse effects on children's emotional development. We also recognise that bullying may not be overtly evident and all reports of bullying will be taken seriously.

2.1 Definition of Bullying

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE 'Preventing and Tackling Bullying'. Bullying is recognised by Woolhampton CE Primary School as being a form of child on child abuse.

Bullying is not:

- Harm caused accidentally
- Minor disputes
- Occasional friendship difficulties
- Occasional loss of temper/angry responses to an incident
- Teasing/making jokes where there is no intention to upset another individual

2.2 Forms of Bullying:

We recognise that bullying can take many forms and that it can take place in person and via technology e.g. online or via text. Forms of bullying include:

- Emotional: being unfriendly, excluding or tormenting (e.g. hiding books, threatening gestures).
- Physical: pushing, kicking, hitting, punching or any violent actions
- Racist: racial taunts, graffiti or gestures.
- Disability or mental health related: bullying related to a person's physical or mental health conditions
- Prejudice: related to religion, belief or other protected characteristics
- Sexual: repeated unwanted physical contact or sexually abusive comments.
- Homophobic, biphobic and transphobic: related to a person's sexual orientation
- Verbal: name-calling, sarcasm, spreading rumours or teasing.
- Cyber: use of information and communication technologies such as email, chat rooms and mobile phones to sustain hostile behaviour.

2.2.1 Cyber Bullying (bullying using technology):

Our school community has a clear awareness of the risks posed to pupils from cyber bullying and recognises the shared responsibility we have to ensure its prevention. We recognise that cyber bullying can:

- Be conducted in a variety of different ways including via mobile phones, social media sites and the internet
- Be carried out anonymously and/or by people completely unknown to the receiver
- Be carried out by people of all different ages
- Be carried out at any time of day or night

To prevent cyber bullying the school will:

- Regularly promote awareness of the risks of cyber bullying and safe practices when using technology through our PSHE and Computing curriculums
- Ensure that any mobile phones brought onto the premises by pupils are kept in the school office

Should any incidents or suspected incidents of cyber bullying occur, they will be dealt with following the procedures outlined in this policy and will be recorded on CPOMS.

2.3 Recognising bullying

Where bullying occurs it may be hidden and therefore staff are trained to be alert to the signs of bullying. Signs of distress shown by the person who has been harmed include:

- Becoming withdrawn
- Unusual behaviour – more distracted in class, not paying attention, reduction in standard or volume of work, unwilling to work in a group
- Being unhappy
- Seeking more adult attention
- Becoming less confident

3. Responsibilities

At Woolhampton CE Primary School, we recognise that all members of our school community have a part to play in developing a culture that proactively seeks to prevent and tackle bullying promptly and effectively.

Everyone in our school community:

- Behaves in a way that upholds our Christian Vision and Values thereby promoting a culture of inclusivity, compassion and mutual respect for all.
- Understands the importance of challenging inappropriate behaviours.
- Follows our Behaviour and Anti-bullying policies, implementing measures that strive to prevent, identify and promptly address bullying.
- Reports all concerns related to bullying immediately.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.

The headteacher:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Keeps accurate records of bullying incidents on CPOMS and monitors these to identify patterns and areas in need of action.
- Follows-up on incidents to ensure they are resolved satisfactorily.
- Liaises with parents regarding bullying concerns
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

4. Responding to incidents of bullying

As soon as a member of staff has been made aware of a bullying incident they will deal with it immediately. A member of senior leadership should be informed. If support is required from senior members of staff, this will be sought, but it should not delay support being given to the child who has suffered harm. An account will be taken from all children involved, and this will be recorded on CPOMS. Support will be given to the child who has been harmed and the teacher will, where appropriate, take into account their wishes as to how to deal with the issue. Time will be spent talking to the child who has displayed bullying behaviour. This will follow our restorative approach ensuring that the child understands the impact of their behaviour and how they need to change their behaviour in future. Sanctions may be imposed in line with our Behaviour Policy and Child Protection Policy.

The children's parents/carers will be informed of the situation. The behaviour of the children involved will be monitored and if no improvement is evident then action will be taken in accordance with the Behaviour Policy. In more extreme cases e.g. where these initial discussions have proved ineffective, the head teacher may contact external support agencies. When working with the child who has displayed bullying behaviour, it will be borne in mind that children who bully other children may have experienced bullying themselves and may be vulnerable or in need of support.

All incidents of bullying will be recorded on CPOMS and monitored by the senior leadership team.

CHILD ON CHILD ABUSE

1. Allegations of abuse made against other pupils

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of child on child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

The severity of the incident will determine the response required:

Lower-level incidents may be managed internally through our behaviour and anti-bullying procedures, with oversight from the DSL. These will still be recorded as safeguarding concerns on CPOMS.

Serious incidents will require immediate reporting to external agencies (children's social care and/or police) as well as being managed through our internal procedures. This includes where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Involves significant violence or harm
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)
- Constitutes a child protection concern - where there's 'reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm'

2. Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil staff will follow safeguarding procedures:

- Record the allegation and inform the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow their advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the child(ren) who has been harmed(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- The DSL will seek advice on the best way to talk to parents.

NB: All staff must report any concerns about child-on-child abuse to the DSL immediately, but should not delay taking action if the DSL is not available.

3. Creating a supportive environment in school and minimising the risk of child on child abuse

We recognise the importance of taking proactive action to minimise the risk of child on child abuse, and of creating a supportive environment where children who have been harmed feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between children, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Be aware that some children are more vulnerable than others and that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure children who raise allegations that they are being taken seriously
- Ensure that staff are trained to recognise the signs of child on child abuse and know how to respond to it immediately without delay

4. Procedures for dealing specifically with the sharing of nudes and semi-nudes ('sexting')

Children are taught through PSHE and Computing curriculums about sharing personal information and about safe relationships.

Staff responsibilities when responding to an incident of 'sexting'

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), staff must report it to the DSL immediately.

Staff must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if Staff have already viewed the imagery by accident, Staff must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- Staff should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the deputy DSL and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers - The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police - If it is necessary to refer an incident to the police, this will be done through contacting the police directly, using 101 in non-emergency cases.

Recording incidents - All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on CPOMS.

5. Reporting systems for our pupils

We recognise the importance of ensuring children feel safe and comfortable to come forward and report any concerns and/or allegations. Children are regularly reminded in lessons and collective worships of the importance of reporting concerns and how they can do this. We make it clear to children that their concerns will be taken seriously, and that they can safely express their views and give feedback.

- We will have posters around school encouraging children to speak out.
- We will encourage children to speak out to the Safeguarding Lead and other adults in school.
- We will provide a box in each class to encourage children to write down their concerns, if they feel unable to discuss with adults.
- We will make pupils aware of reporting systems through Collective Worship and PSHE lessons.
- We will make pupils aware that it is safe to speak out and provide reassurance that that they are safe after having spoken out.
- We will address the feelings of those harmed during the behaviour reflection meetings, where appropriate.

Monitoring and Review

The TLC (Teaching Learning & Care) Committee of the Governing Body monitors this policy annually. This Committee reports its findings and recommendations to the full Governing Body, as necessary, if the Policy needs modification.