



Anti-Bullying Policy 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.

Introduction

We believe that it is a basic entitlement of all children to receive their education free from intimidation, threatening behaviour or abuse. We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere.

Policy Statement

1. What Is Bullying?

Bullying is the use of aggression with the intention of persistently hurting another person or where there is an imbalance of power and a person is unjustly using power against someone younger, roughly the same age (child on child bullying), weaker or less able than themselves. Bullying results in pain and distress to the person who has been harmed.

Bullying can be:

1. Emotional: persistently being unfriendly, excluding or tormenting (e.g. hiding books, threatening gestures).
2. Physical: persistently pushing, kicking, hitting, punching or any violent actions
3. Racist: persistent racial taunts, graffiti or gestures.

4. Sexual: repeated unwanted physical contact or sexually abusive comments.
5. Homophobic: repeated comments That make reference to sexual orientation
6. Verbal: persistent name-calling, sarcasm, spreading rumours or teasing.
7. Cyber: persistent use of information and communication technologies such as email, chat rooms and mobile phones to sustain hostile behaviour.

Signs of distress shown by the person who has been harmed:

- a. Become withdrawn
- b. Unusual behaviour – more distracted in class, not paying attention, reduction in standard or volume of work, unwilling to work in a group
- c. Unhappy
- d. Seeking more adult attention
- e. Less confident

2. Aims

- a. To understand what is meant by bullying.
- b. To prevent bullying, by developing the school's Christian Values in which it is regarded as unacceptable.
- c. To produce a safe and secure environment where all can learn without anxiety, because measures are in place to reduce the likelihood of bullying.
- d. To produce a consistent school response to any bullying incidents that may occur.
- e. 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.

3. Objectives

- a. Bullying will not be tolerated.
- b. All governors, teaching and non-teaching staff, pupils and parents should be familiar with the school anti-bullying policy.
- c. All governors, teaching and non- teaching staff should follow the school policy when bullying is reported.
- d. All pupils and parents should be familiar with the school policy (accessible via the school website).

4. The role of the pupils

- a. Pupils who are being bullied should tell someone they trust e.g. friend, school buddy, or an adult.
- b. Pupils who are aware of someone being bullied should tell someone they trust e.g. parents, teachers or support staff.

5. The role of the parents or carer

- a. Parents who are concerned that their child might be being bullied should express their concerns to their child's class teacher. This information will be passed straight on to the head teacher.
- b. Parents have a responsibility to support the school's anti-bullying policy, by actively encouraging their child to be a positive member of the school and upholding the Christian Values.

6. The role of the teacher and support staff

- a. All the staff take children's complaints of bullying seriously and seek to prevent it from taking place.
- b. All staff should be clear as to Woolhampton CE Primary school's Behaviour policy and procedures with regards to child on child abuse, and be aware of the dedicated NSPCC helpline a helpline to support victims of sexual harassment and abuse in education settings. (0800 1111)**
- c. If staff witness incidents of bullying they will investigate it themselves and refer the matter to the head teacher. Teachers and support staff will do all they can to support those who have been harmed by bullying. If a child is being bullied then, after consultation with the head teacher, the teacher will inform the child's parents.
- d. When bullying has taken place between members of the class, the teacher will deal with the issue immediately. Counselling and 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, explaining to them why their action was wrong and how they should change their behaviour in the future. Sanctions may be imposed. The child's parents will be invited into school to discuss 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.
- e. Teachers will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Drama, role-play, social stories etc, within the formal curriculum, will be used to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

CHILD ON CHILD ABUSE POLICY

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.

Most cases of pupils hurting other pupils will be dealt with under our policy on bullying, but this child on child abuse policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- 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)

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

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its 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.

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
- 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 staff are trained to understand:

- How to recognise the indicators and signs of child on child abuse, and know how to identify it and respond to reports

- That even if there are no reports of child on child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that children who have been harmed may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child on child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

4. Sharing of nudes and semi-nudes (‘sexting’)

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

Staff responsibilities when responding to an incident

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 in the Safeguarding Folder..

5. Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

Put systems in place for pupils to confidently report abuse

Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils

Make it clear to pupils 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.