

Blagdon Primary School



Anti-Bullying – Child on Child Abuse

Policy

Reviewed by	Jenny Campbell	February 2023
Approved by	Chris Mills	February 2023
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29th July 2022: Amended to Child on Child Abuse from Peer on Peer Abuse



Blagdon Primary School

Anti Bullying – Child on Child Abuse Policy

Policy Aims

The aim of the anti-bullying policy is to ensure that our pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and it affects everyone; it is unacceptable and will not be tolerated. Pupils, staff and parents are informed that we do not accept any form of bullying.

Definition of bullying (including racist, sexist and homophobic bullying):

'Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms'.

The three main types of bullying are:

- Physical - hitting, kicking, theft
- Direct verbal - name calling, racist, sexist or homophobic remarks
- Indirect - spreading rumours, excluding someone from social groups, spreading nasty stories, cyberbullying (bullying via mobile phones or the internet) or writing offensive graffiti.

Name calling is the most common direct form of bullying. It may be related to ethnic origin, nationality or colour, sexual orientation or some form of disability. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils are encouraged to report any bullying.

Values and principles, including aims and objectives of the policy.

Pupils at Blagdon Primary School will be cared for in a safe and secure environment. Any reported or observed incidents of bullying may be recorded, will be taken seriously and dealt with by members of staff. Pupils know that they will be listened to and that it is important to 'tell'. Through our pastoral system pupils will know who to tell and will have the means to speak confidentially. Our four guiding principles (for our pupils we refer to these as rules) apply to all of us in our community

Be Safe

Be Ready

Be Respectful

The PSHE curriculum also plays a vital part in this area. Parents will be kept informed and where necessary invited into school to discuss any incidents. Parents are aware of our commitment to their children's emotional wellbeing and are always encouraged to discuss any issues or concern.

Bullying outside school hours

In order to safeguard the wellbeing of children on their journey to and from school, reports of bullying outside of school may be followed up by staff.

Any reported bullying which takes place off the school site/out of school hours but is triggered by events in school may be followed up by the Headteacher or relevant staff in an appropriate manner in line with school policy.

Procedures for recording and reporting bullying behaviour

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident may be dealt with by the member of staff who has been approached
- A clear account of the incident may be recorded on CPOMS and through this system, the Head of School will be notified
- Staff will talk with all concerned and may record the incident on CPOMS
- Class teachers will be kept informed
- Where there are concerns parents will be contacted
- Sanctions will be used as appropriate
- If the incident is of a racist nature then the racist Incident form will be completed and returned to the Local Authority
- Racist Incidents are reported termly to the local governing body and recorded in the Racial Incident Log

Pupils

Pupils who have been bullied may be supported by:

- Offering an opportunity to discuss the experience with their class teacher or other trusted adult
- Reassuring the pupil
- Offering support
- Restoring self-esteem and confidence

Pupils who have bullied may be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Informing parents or guardians to help change the attitude of the pupil.

Procedures for dealing with a complaint made by a parent with regard to bullying

Where a complaint is received, the school will follow the following guidelines:

- Parents will be invited to discuss the matter with a member of the Head of School, Learning Mentor and/or Class teacher
- A record is kept of the interview and the nature of the complaint
- A record of action already taken by the school will be shared with parents/carers
- Further action to be taken is agreed with parents (and the child) and is recorded
- A date for a further contact with parents is agreed
- A future meeting takes place to monitor the situation

Sanctions

A number of sanctions are available as a deterrent for bullying. These include:

- Loss of playtime and/or lunchtime for reflection / repair/ and restorative action
- Amendments to how social time is used
- Actions that repair impact of behaviour
- Completion of a reflection activity
- Parental meeting
- Time out of class in order to reflect / repair / restorative action

Persistent or severe cases can lead to fixed term exclusion being applied. The parents of the child carrying out bullying would be made aware of the seriousness of this risk if incidents continued.

The curriculum and other preventative measures

The PSHE curriculum (Jigsaw) underpins the whole ethos of the school and is designed to support positive relationships and prevent any form of bullying in school and in the wider community. Strategies adopted by the school include:

- The school ethos
- The general school environment
- Supervision at lunchtimes, breaks, before and after school
- Supervised internet access
- The use of assemblies to raise awareness
- Participation in 'Anti-Bullying' activities
- Curricular approaches to anti-bullying
- Circle Time
- School Council
- Peer Support – Circle of friends

Intervention strategies

In addition to preventative measures, there are a number of interventions in place to support pupils who are initiating bullying or who are being bullied. These include:

- Co-operative group work
- Learning Mentor led sessions
- Circle time

Allegations of abuse made by pupils against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our school's Positive Behaviour Policy, but this anti-bullying policy linked to our safeguarding 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, or sexually inappropriate pictures or videos (including sexting)

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

- An adult must record the allegation and tell the Designated Safeguarding Lead (DSL), but should not investigate it
- The DSL may 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 may put a risk assessment and support plan into place for all children involved (including the victim(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 may contact the children and adolescent mental health services (CAMHS), if appropriate.

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images

Being 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 (Hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate)

- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by frequently discussing and modelling how adults will listen to pupils' concerns
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Sexting

This is a suggested approach based on guidance from the UK Council for Child Internet Safety for all staff and for DSLs and senior leaders.

If a member of the school team is made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

Staff will:

- **NOT** View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- **NOT** Delete the imagery or ask the pupil to delete it
- **NOT** Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- **NOT** Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- **NOT** Say or do anything to blame or shame any young people involved

Staff will explain that they 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 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 imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery 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 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 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 imagery 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 imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (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 head of school and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

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. This may involve holding interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

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

The DSL will inform parents 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 may be done through a police community support officer, local neighbourhood police or dialling 101.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded.

Curriculum coverage

Pupils in Year 6 are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. This is often led by Police Community Support Officers and can include the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy will be shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

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