

Heene Church of England Primary School

'Together in faith, we love, grow and learn'

Anti bullying Policy

Revision Number	Date Issued	Prepared by	Approved	Comments
1	April 25	LT	Transition board	
2	Nov 25	LT	Transition board	

Type of Policy	Tick ✓
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

Our Vision

Together in faith, we love, grow and learn.

Our Core Christian Values

Hope , Resilience, Curiosity, Kindness, Confidence, Respect

These values are the bedrock of everything we do. They are the characteristics that we aim to foster in our pupils every day through our teaching and learning practice, so that by the time they leave school they will be citizens who can flourish.

At Heene, we always put kindness first. We think this is a good rule for life.

Statement of intent

At Heene CE Primary school, we are committed to providing a warm, caring and safe environment, enabling us to be “Together in faith, we love, grow and learn”

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Everybody has the right to be treated with respect and pupils who are bullying others need to learn from and understand the impact and consequences of their behaviour.

We acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

1. Statutory duty of schools

Every school must have measures in place to prevent all forms of bullying. The following paragraphs (in italic font) are taken from the DfE publication **Preventing and Tackling Bullying** (Updated 2017):

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 Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’.

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.

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any 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.

KCSIE September 2023: Part 5 - Child on Child Sexual Violence and Sexual Harassment

*This part of the statutory guidance is about how schools and colleges **should respond to all signs, reports and concerns** of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of ‘**it could happen here**’, and this is especially important when considering child-on-child abuse.*

2. Aims of the Policy

The aim of this policy is to try to prevent and deal with any behaviour deemed as bullying. We are committed to ensuring that the school community works together to create a happy, safe, caring and stimulating environment. We continually reinforce the importance of our school values to ensure that pupils learn in a supportive, caring and safe environment without fear of being subjected to bullying, cyber bullying, sexual harassment or sexual violence. Our school aims and values, along with our Behaviour Policy, PSHE and RSE curriculum, RE curriculum and Spiritual, Moral Social and Cultural development, all underpin our school ethos and help to prevent bullying cyber bullying, sexual harassment and sexual violence.

3. Defining bullying

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people with malicious intent. It is repeated over a period of time (remember STOP – it happens Several Times On Purpose).

3.1 Types of bullying

Bullying can be:

Emotional: unfriendly, excluding, tormenting, threatening gestures, ridicule, humiliation

Verbal: name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone

Physical: pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching, taking or hiding someone’s things

Racist: racial taunts, gestures, making fun of cultural or religious background

Sexual: unwanted physical contact

Homophobic: focussing on the issue of sexuality

Online/cyber: setting up ‘hate websites’, sending offensive text messages, emails and abusing the victims via their mobile phones

Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

This is not a definitive list but suggests some of the signs and symptoms. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with situations of this kind to enable them to develop the social skills to repair relationships.

3.2 Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Headteacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

We are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

Talk to the local Community Police Officer about problems in the community, such as in Victoria Park.

Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises

Map out safe routes to school for children, linking them to the School Travel Plan

Discuss coping strategies with parents

Talk to the children about how to handle or avoid bullying outside the school premises

3.3 What can you do if you are being bullied?

We want everybody to feel confident to report bullying whenever and wherever it happens, and get the help they need to feel safe again. All pupils know that if they are experiencing bullying they should tell their teacher in the first instance. Should a pupil not feel confident in doing this our family support worker is available to speak to pupils or they may choose to use the school council representatives. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

If you feel that you are a victim of bullying, it is essential that you inform a member of staff who you trust. When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?). If you are scared, ask a friend to go with you when you tell someone.

What can you do if you see someone else being bullied? (The role of the bystander)

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. You should try to help without putting yourself in danger; you should tell a member of staff as soon as possible or ask someone you trust about what to do.

3.4 Cyber Bullying

Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. As with all forms of bullying it can be motivated by prejudice against particular groups (see examples above). It can include:

- sending offensive, rude, and insulting messages and being abusive.
- sending information (including photographs) about another person that is fake, damaging and untrue
- repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety
- intentionally leaving someone out of a group such as group messages, online apps, gaming sites and other online engagement.

- sharing personal information about another or tricking someone into revealing secrets and forwarding it to others

3.5 Child on Child Abuse: Sexual Violence and Sexual Harassment

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in our schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- 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;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

4. Recognising Signs of Bullying or Abuse

Pupils who are being bullied or abused may show changes in behaviour, such as becoming shy, nervous or withdrawn, feigning illness, aggression, taking unusual absences or clinging to adults, isolating themselves from their peers and low self-esteem. There may be evidence of changes in work patterns, lack of concentration or truanting from school. School staff must be alert to the signs of bullying and abuse and act promptly and firmly against it in accordance with this policy.

5. Implementation

“Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.” (DfE, 2017).

5.1 If a pupil appears to be being bullied, the member of staff who is aware should follow the bullying flowchart (see Appendix 1) and complete the initial investigation form (see appendix 2). If the allegation is verified, the staff concerned will take the following actions:

- A clear account of the incident will be recorded and given to a senior member of staff. The head teacher, or other member of SLT, will interview or oversee the interviewing of all concerned.
- Written records will be recorded on My Concern.
- School staff will be kept informed
- Parents / carers of both victim and perpetrator will be informed
- Sanctions will be used as appropriate and in consultation will all parties concerned
- **If there is an allegation of sexual violence or sexual harassment by one child on another, Staff will not investigate but will pass on the information to the DSL in order that they can make an informed decision about what to do next. Please see the school procedures for child-on-child sexual violence and sexual harassment below.**

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an ‘open’ nature e.g. ‘Can you tell me what happened?’ rather than ‘Did x hurt you?’
- not ask leading questions
- not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who ‘need to know’ will be told
- explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice

- reassuring the pupil and taking their reports seriously
- offering continuous support
- restoring self-esteem and confidence
- Being asked their view in any restorative work.

Pupils who have bullied may be helped by:

- creating an individual code of conduct
- discussing what happened and the impact on the victim
- discovering why the pupil became involved
- Providing appropriate education and support regarding their bullying behaviour
- informing parents or guardians to help support the perpetrator regarding their bullying behaviour

The following disciplinary steps may be taken:

- consequences in line with the school behaviour policy
- exclusion from certain areas of school premises
- fixed-term exclusion
- permanent exclusion
- discussion with PCSOs

In situations where child protection is a concern, action/reporting as per our safeguarding policy will be taken.

5.2 The following steps are taken when dealing with incidents of **child-on-child sexual violence and sexual harassment**. They have been devised with reference to KCSIE 2023; Andrew Hall Safeguarding in Schools; Centre of Expertise on Child Sexual Abuse. <https://www.csacentre.org.uk/>.

Definition of sexual violence:

Sexual offences under the Sexual Offences Act 2003- rape, assault by penetration, sexual assault.

Definition of sexual harassment: Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

If there is an allegation of sexual violence or sexual harassment by one child on another, Staff will **not** investigate but will pass on the information to the DSL/DDSL in order that they can make an informed decision about what to do next.

Step 1 – Reassuring the Victim

- Victim is reassured, taken seriously and kept safe; they are never given an impression they are creating a problem
- Confidentiality is not promised
- Listen to victim, non-judgementally
- Record the disclosure (facts as reported)
- Two staff present (one being the DSL, or reported to DSL as soon as possible)
- Victim sensitively informed about referral to other agencies
- If victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children

(see 'Keeping Child Safe in Education' paragraphs 473 - 475)

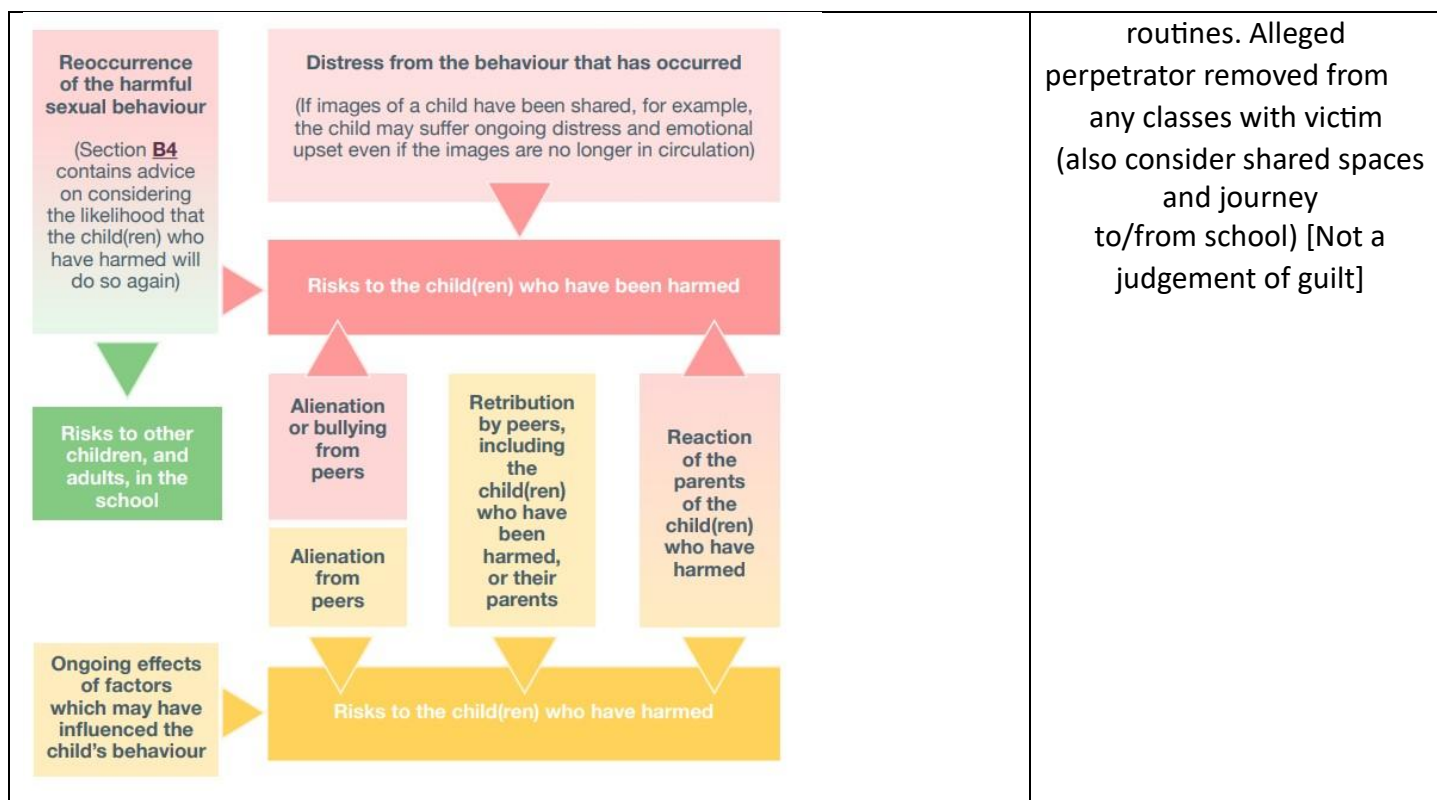
- Parents / carers of victim informed, unless this would put victim at greater risk.
- Anonymity - note that in cases of sexual violence there is legal protection of the victim's identity.

Step 2 – The DSL/DDSL will consider the following when deciding how to support the victim and the alleged perpetrator:

- Wishes of the victim
- Nature of the alleged incident
- Ages of the children
- Development stage of the child
- Any power imbalance
- Whether the incident is a one-off, or part of a pattern of behaviour
- Any ongoing risks to victim or others - other related issues and wider context (eg. Child Sexual Exploitation)

Step 3 – After considering the points in Step 2, the DSL will decide to take one of the following routes:

Route 1- Manage Internally	Route 2 – Refer to Early Help	Route 3 – Refer to Social Care	Route 4 – Refer to the Police
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.	Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC))	All incidents where a child has been harmed, is at risk of harm or is in immediate danger. Social Care staff will decide next steps. Be ready to escalate if necessary	All incidents of rape, assault by penetration or sexual assault. (incl. if perpetrator is 10 or under) Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.
<p style="text-align: center;">RISK ASSESSMENT</p> <p>For incidents of sexual violence there should always be an immediate risk assessment; for incidents of sexual harassment this will be on a case-by-case basis. (for further details see 'Keeping Child Safe in Education' paragraphs 481 - 483 (DfE, 2023))</p> <p style="text-align: center;">Risk assessments should take into account the following:</p>			<p style="text-align: center;">RISK ASSESSMENT</p> <p>Immediately - Do not wait for outcome of referral before protecting victim. Emphasis on victim being able to continue normal</p>



Step 4 – Safeguarding and Supporting the Victim and Perpetrator

- Route 1 – the victim and perpetrator will be dealt with in line with paragraph 5.1 above and the school behaviour policy.
- Routes 2, 3 and 4 – the DSL or DDSL will develop and implement a Safety Plan for all children involved.
- The safety plan will need to ensure that the child(ren) who have been harmed feel as safe as possible, while the child(ren) who have harmed are not isolated from positive activities: To achieve this, it may be best to keep the children separated from one another.
- If the children need to be separated, the child(ren) who have been harmed should be enabled to lead as normal routine as possible without fear of coming into contact – including before and after school, and during breaks – with those who have harmed them.
- School will need to consider possible arrangements that may suit each child – and take account of cultural factors or additional learning needs that may be relevant to any of the children. These will need to be agreed with all children and their parents / carers.
- School will hold a separate meeting for each of the children involved, and their parent(s). Usually, it will be appropriate to hold the meeting(s) for the child(ren) who have been harmed before those for the child(ren) who have harmed.
- The safety plan will be shared with the children involved, parents/carers, relevant staff and outside agencies if appropriate.
- The plan will be reviewed regularly; if progress has been made, the safety measures will gradually be withdrawn. If no progress has been made, school will make a referral to an outside agency for additional support.

6. Involvement from other agencies

- Prejudice-based and discriminatory incidents will be logged with the Local Authority.

In specific circumstances, other agencies who may be involved include:

- Inclusion team,
- Early Help,
- Childrens' Services (Social Care)
- Prevent / Channel
- Police

7. Preventing Bullying, Cyber Bullying, Sexual Violence and Sexual Harassment

Children will be taught about how to be safe and happy, what bullying is, that it is unacceptable and who they can tell about bullying incidents. This is done through the through the PSHE curriculum, circle time, assemblies, Computing Curriculum (On Line Safety) visiting speakers such as the NSPCC and involvement in events such as Anti Bullying Fortnight.

The role of parents/carers is important in reducing any incidents of bullying. Parents/carers can help by watching out for signs of distress such as repeated illness, damaged clothing etc. and by taking an active interest in the use of social media and use of mobile phones by their children.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council:
www.restorativejustice.org.uk/restorativepracticeschools

SEND

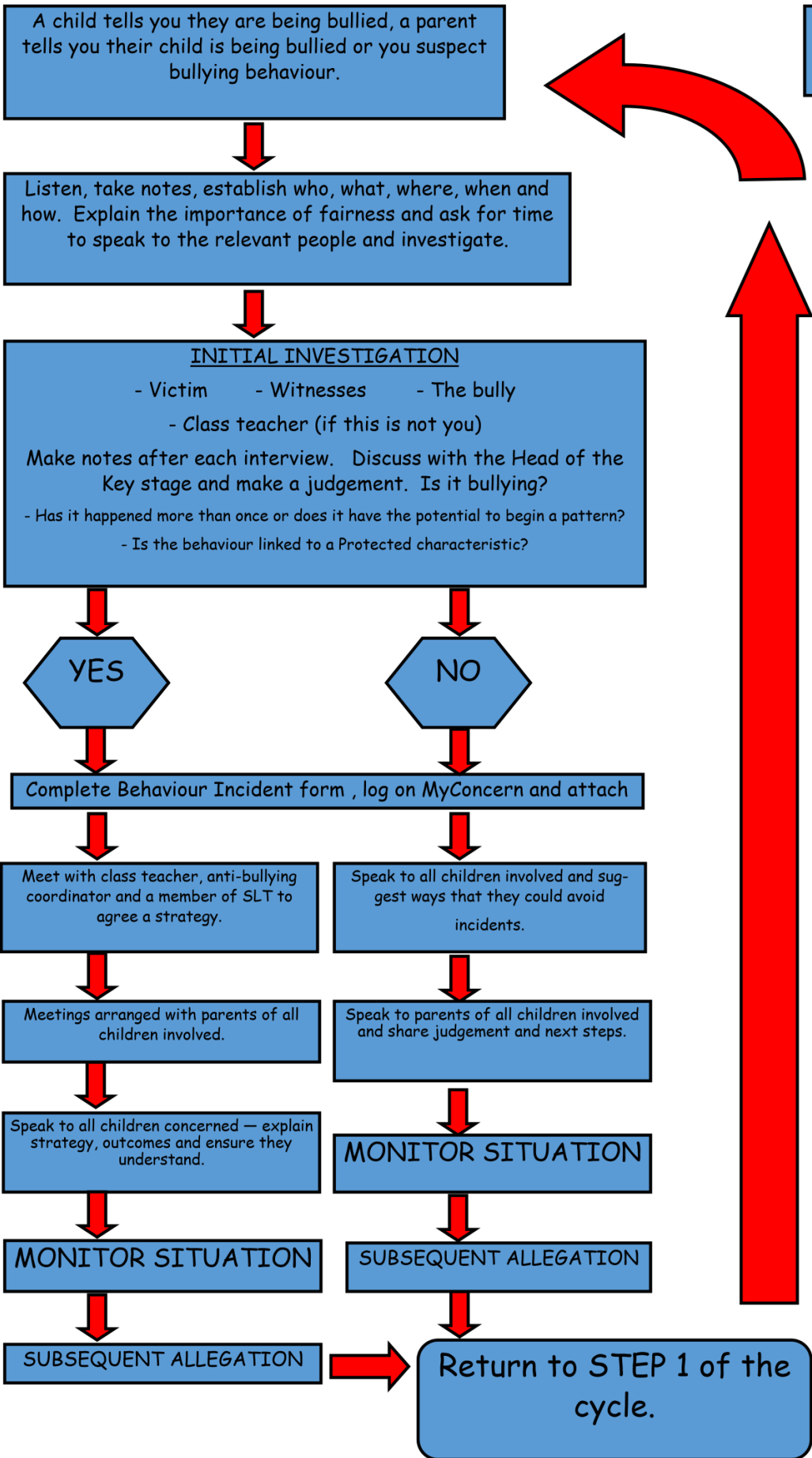
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/sendcode-ofpractice-0-to-25
Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- Centre of Expertise on Child Sexual Abuse. <https://www.csacentre.org.uk/>.

8. Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness.

- The policy will be promoted and implemented throughout the school.
- Bullying / Child on Child abuse incidents are recorded on CPOMS and analysed and reviewed each term by the headteacher
- Governors will be updated about incidents each term in the Headteacher's Report

Appendix 1- Dealing with an incident/alleged incident



Appendix 2- Initial investigation form- to be scanned and uploaded to My Concern

Heene CE Primary bullying investigation form

Alleged Victim/s name/s:				
Alleged perpetrator/s name/s				
Date Concerns/Incident Reported:				
Who reported concerns?	Child	Parent	Member of Staff	Other
Has there been a previous reported concern about bullying?	Yes	No	Date (if applicable):	
Add any further details:				
Senior member of staff managing allegation/concern:				

Please note the alleged perpetrators. If the alleged perpetrator is an adult in the school, the head teacher must be informed. This may involve LADO advice.

If the alleged perpetrator is from outside the school community the school should consider what other agencies can offer support.

Focus of bullying concerns/allegations:

Please tick all concerns reported:

	Definitely Applies	Possibly Applies
Age/Maturity		
Appearance		
Size/Weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability in school		

Manifestations of Bullying (indicate those that apply have been reported):

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault/harm	
Other:	

Description of Incident(s)

Please give a precise account including places, date, times and any witnesses.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings, red card logs, incident reports)

N.B. indicate if a serious incident referral should be made to other agencies

Action Plans

Action Taken		
Monitoring Plan co-ordinated by member of SLT. Logged on My Concern	Y	N
Support from pastoral team/mental health services:	Y	N
Sanctions in place to ensure school's behaviour expectations are enforced	Y	N
Parental meetings to ensure support for school's behaviour policy	Y	N
Education plan for perpetrators relating to prejudice, safety, Esafety, choice behaviour etc.	Y	N
Referral to external agency for further support (this could include safeguarding support, police).	Y	N

Notes:

Date for Review. Follow up on the incident and check that all parties are progressing well academically and socially – add to DSL calendar

Date of Review		
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Outcome

No evidence of bullying but victim was supported and reported feeling safe	Y	N
No evidence of bullying. Victim was supported but reported still not feeling safe. Monitoring plan continues.	Y	N
Evidence of bullying. Victim was supported and reported feeling safe	Y	N
Evidence of bullying. Victim was supported but reported still not feeling safe. Monitoring plan continues.	Y	N

Notes:

Signed by senior member of staff:

Signed: Date: