



Anti-Bullying and Harmful Peer Relations (Child on Child Abuse) Policy

Name of Policy	Anti-Bullying and Harmful Peer Relations (Child on Child Abuse) Policy
ISSR	Part 3: Welfare, health and safety of pupils
Reviewed by	Junior School SMT
Author/SMT	Mrs E Olley (Deputy Head)
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Policy Overview

This policy applies to all children at Alleyne's Junior School including those in EYFS.

Definition

Bullying is the wilful desire to hurt another; physically, verbally or emotionally and to put him or her under stress. The intimidation can be and often is repeated and is usually carried out by those individuals or groups who are more powerful. It may occur directly or through cyber-technology. Onlookers to incidents of bullying can be seen as complicit.

In preventing and Tacking Bullying: Advice for School Leaders, Staff and Governing Bodies (July 2017), it states that :

"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. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having

access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating."

OUR ETHOS

Bullying happens in all walks of life. Any member of our community could be both a bully and/or a victim. Alleyn's Junior School places the right of the whole school to be free from bullying and intimidation as a priority. Staff appreciate the seriousness of bullying that can cause both physical and psychological damage.

Alleyn's Junior School seeks to create a caring environment in which everyone feels safe and comfortable. At our school, staff, parents and children work together to create a happy and caring learning environment. Identified bullying, verbal, physical or indirect, is never tolerated. The responsibility to take positive action to prevent and to remediate bullying lies with each member of the school.

The Deputy Head will support staff in ways of dealing with bullying and will also advise new members of staff through their induction programme of the school's approach to bullying. The Deputy Head will also inform the Head of any concerns. Children will be made aware of the need for all children to work in a happy and safe environment through messages given during Our Time, Assemblies or through events held during Anti-Bullying Week. Central displays will also reiterate our anti-bullying message.

This policy should be read in conjunction with the school's Behaviour Policy, Staff Code of Conduct, e-Safety Policy, Safeguarding and Child Protection Policy, Rewards and Sanctions Policy, Supervision Policy and Restraints Policy.

Alleyn's Junior School is a happy and caring community. The wellbeing of each of its members is of prime concern and is best fostered in an atmosphere of mutual respect and responsibility for each other. The whole school vision aims to promote a tolerant community through the delivery of an inclusive and liberal education. We deeply value and respect the diversity of our pupils and staff and welcome the breadth of their perspective from different backgrounds. We expect everyone in our community to demonstrate kindness, understanding and respect for one another regardless of their race, religion, culture, sex, gender or SEND. Conflict between individuals is an inevitable part of growing up and our pupils are taught to develop strategies to handle these situations. They are educated on the impact of cyber-bullying and how to keep themselves safe on-line. All children know who to turn to in school if they encounter any bullying and incidences are always recorded. Their form teacher will always be the first point of contact for pastoral issues, but posters displayed in school suggest other adults who are there to offer support which includes the Head and the Deputy Head. All children are given the opportunity to develop an understanding of what bullying means and how hurtful it can be. We expect our pupils to be courteous and respectful of their peers and of the staff at all times. In return, all school staff will demonstrate the same behaviour towards pupils.

Staff at Alleyn's Junior School will:

- avoid sarcasm
- avoid any behaviour which humiliates children
- make themselves aware of the emotional climate of the class they are teaching and of any factors known about individual children which could have relevance to the

issue of bullying

- listen to children who wish to talk about problems of this nature and intervene if necessary, informing the form teacher first
- ensure that children know where or from whom they can receive support both within our school or externally (NSPCC, ChildLine)

Pupils at Alleyn's Junior School will:

- have the right to be physically and emotionally safe and free from insult
- be regularly reminded of how they can report issues, seek help and share concerns
- be able to ask for the help of their form teacher or any other member of staff
- be responsible for, as far as it lies within their power, the physical safety of others, the security of everyone's possessions, the creation of a happy environment
- have opportunities to learn and talk about different forms of bullying
- have opportunities to build positive relationships with their peers, within and across the year groups, by taking on leadership responsibilities, their involvement in Houses and through the nurturing of the school community

Parents at Alleyn's Junior School will:

- regularly be reminded as to how they can raise and report concerns, including alleged bullying
- be supported and listened to, and kept informed of how concerns are dealt with

PREVENTION

Our school Behaviour Policy outlines rewards and sanctions in place in order to steer children towards good patterns of behaviour. Good provision of staff on playground duty ensures that staff can be vigilant in detecting unpleasant behaviour and deal with situations immediately. Staff are aware that times between lessons and in toilets, corridors and changing rooms are places where bullying can happen and supervise accordingly.

Pupils giving cause for concern are discussed each week during 'Pupil News' in our staff meetings so that wider staff are informed of issues as the form teacher deems appropriate. We also have a Pastoral Care Committee that meets regularly to discuss central themes such as behaviour or rewards and sanctions and we involve the children in decision making through their School Council, giving all the children a sense of 'belonging' that is central to children creating and maintaining a happy environment.

Behavioural problems that occur either during the school day or in the playground are noted by staff on CPOMS. Entries are noted and acted upon by the Deputy Head.

Assemblies, PSHE lessons and Our Time sessions are used to discuss bullying themes and the school holds an annual Anti-bullying Week.

ACTIONS IN CASES OF ALLEGED BULLYING:

Where parents or staff have reason to believe that bullying is taking place, they should inform the Deputy Head who keeps a record in the alleged bullying register. Instances of bullying need to be considered as potential child protection cases and staff should always respond accordingly. Instances of cyber-bullying follow the same procedure and are registered in both the alleged bullying register and on the school's E-Safety log used to keep a record of children who abuse their Acceptable Use Code that they sign each year.

All instances of potential bullying will be investigated by the Deputy Head and the parents will be informed. The Head keeps a record of all serious behavioural incidences where

serious formal sanctions have been made. Any sanctions given will be made in line with the School's Behaviour Policy.

Out of school bullying:

Any incidents of bullying that take place out of school, but involve our pupils, will be followed up in school, in accordance with this policy. This includes bullying via messaging services or social media, even on home devices.

CURRICULUM

The school's ethos on anti-bullying is extended to the children through frequent reference to their Golden Rules and also the School's ROCCK Values, copies of which are available for reference to the children in their Day Books and also published in each classroom. 'Our Time', PSHE and RE themes regularly ask pupils to reflect on behaviour and to consider how empathy plays a part in being a responsible, caring citizen. Drama is also used as a tool for children to explore and act out scenarios they are trying to make sense of whilst the reading of literature with strong moral things will give opportunities for class and personal discussions.

REMEDICATION AND SANCTION

When instances of bullying are either reported or observed, the form teacher will take the lead in supporting the children to resolve the issue. The form teacher and the Deputy Head will work together to decide on the best course of action and whether this will be led by the form teacher or by the Deputy Head. The incident may be resolved simply by talking to the children individually, by asking parents to support the school's endeavours or it may need some wider intervention with a larger group in order for it to stop.

CHILD ON CHILD ABUSE

Keeping Children Safe in Education (Sep 2024) emphasises the duty for schools to guard against the negative impact on children's welfare, happiness and development, caused by child on child abuse. It is stated that:

"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 or college and online. All staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it."

Staff at Alleyn's Junior school receive training each year, which highlights that even if there are no reports at school, it does not mean it is not happening - it might be that the abuse is not being reported. It is, therefore, important, that when staff have any concerns regarding child on child abuse, they should speak to the DSL or DDSL.

Alleyn's Junior School is committed to the prevention, early identification and appropriate management of child on child abuse cases or concerns that take place both inside and outside school, given the impact on children wherever it takes place.

Staff are made aware through training that child on child abuse constitutes a safeguarding concern for the child/children involved. Staff are trained on the emphasis on issues related to child on child abuse in KCSIE (Sep 2024). It is essential that all staff understand the importance of challenging inappropriate behaviours between children

that are abusive in nature. Down playing certain behaviours, such as 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.

Child on child abuse is most likely to include, but may not be limited to (KCSIE Sep 2024):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- 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 nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- up skirting 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
- 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)

In many cases, types of abuse do not occur in isolation, and one particular case of child on child abuse may reveal that participants themselves, including the alleged perpetrators, are themselves receiving abuse from other sources. Given the multi-textured experience in most cases of child on child abuse, any response to a case must see the biggest picture and aim to consider types of abuse being experienced and capture the full context of the child's/children's experience. In order to achieve this, we aim to discuss any concern with as many sources of information as possible, including staff (directly involved with witnessing a concern or who have knowledge of the pupils involved), friends of relevant pupils, families and any other agencies (like GPs).

Alleyn's Junior School responds to concerns about child on child abuse by speaking with pupils involved and their parents quickly, seeking resolution as soon as possible, although in some cases the School must manage different perceptions of the same incident, while discussing the incident and its implications honestly and openly with all parties.

Any response to a concern or allegation will:

- include a thorough investigation and the wider context in which it occurred;
- treat all children involved (even the alleged perpetrator may have some related safeguarding concerns) as being at potential risk;
- communicate, as far as it is safe to do so, with the children and parents involved, discussing the action being taken in response;
- consider the possible need for an external referral to multi-agency partners.

Alleyn's Junior School will consider whether disciplinary action is appropriate for any child/children involved in a concern about child on child abuse. This action will address

the abuse, the causes of it, and underlying attitude towards the abuse. Disciplinary action can help to ensure pupils recognise the seriousness of unacceptable behaviour. It can demonstrate to the children directly involved, and the wider community of pupils, staff and parents, that such behaviour is serious and not tolerated at Alleyn's Junior School. Disciplinary action can also protect other children and ensure the safety and wellbeing of the wider community.

However, the action must be considered also in the light of the safeguarding context of the child's/children's needs, and if unmet safeguarding needs are discovered in the process of investigating the incident/s, then these must be borne in mind when considering potential disciplinary action. The wider context of consideration for potential disciplinary action includes unmet needs, harm or abuse suffered by the perpetrator, the risk the child poses to others and the severity of the case of peer on abuse and its causes.

Cyberbullying

In Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (July 2017) it says:

"The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

At Alleyn's Junior School, we alert pupils (via assemblies, Computing Lessons and PSHE lessons) and staff (in training) regularly to the potential dangers of cyberbullying. Staff are made aware of the need for vigilance and what steps to take in cases where they have concerns about harmful material on digital devices. Alleyn's Junior School trains its staff in the appropriate steps to take if they suspect material on an electronic device is possibly evidence relevant to an offence. Staff members are not expected to look at the device, but to ensure it is taken to the Designated Safeguarding Lead who will inform the police.

Staff training

Members of staff are reminded regularly of the need for vigilance about the behaviour of children towards children. Staff training includes induction sessions for new members of staff, "pupil news" at staff meetings and information from the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads at staff training sessions at various stages of the school year.