



## Policies & Procedures

### 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	Alleyn's Governing Board
Author/SLT	Mr Danny Walsh
Date of school review	February 2026
Date of next school review	June 2026

### Policy Overview

This policy applies to all children at Alleyn's Oakfield, including those in EYFS.

It is written with due regard to the following statutory and non-statutory guidance:

Keeping Children Safe in Education (2025)

Preventing and tackling bullying : Advice for headteachers, staff and governing bodies (July 2017)

Behaviour in Schools: Advice for Headteachers and School Staff (2024)

Cyberbullying: Advice for headteachers and school staff (2014)

Tackling Race and Faith Targeted Bullying Face to Face and Online: A Guide for Schools 2017 (UK Council for Internet Safety & The Anti-bullying Alliance)

Sharing nudes and semi-nudes: Advice for education settings working with children and young people (2020)

The specific legal requirements in the Early Years Foundation Stage Framework (2025) (Supporting & understanding children's behaviour)

Supporting Young People Who Bully: A guide for school and children's workforce staff (Anti-Bullying Alliance)



The policy should be read in conjunction with the School's policies including, but not limited to

Safeguarding and Child Protection Policy  
Behaviour Policy  
Relationships & Sex Education Policy  
Online Safety Policy  
Internet, Digital and Mobile Technologies (IDMT) policy

## Definition

Bullying is defined as:

*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.*

Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (July 2017)

However, the School also recognises that single, one-off incidents of unkind or unacceptable behaviour must be dealt with and recorded. This approach also enables patterns of behaviour to be identified and helps to prevent a single incident from becoming the first in a series.

**The school recognises the seriousness of bullying in causing physical and/or emotional harm and that it may result in long term psychological damage and even suicide.**

Bullying usually includes one, or a combination of the following features:

- An intention to hurt someone either physically or emotionally
- Repeated over a period of time
- Shows an imbalance of power of some form between the two parties
- Difficult for the recipient of bullying to defend themselves
- Aimed at a specific group, e.g. because of race, religion, gender or sexual orientation, thus being prejudice-based or discriminatory
- Face-to-face or online,
- Indirect/covert behaviour such as hiding another child's belongings or anonymous messages
- Initiation ceremonies
- Sexual harassment or violence

In Assemblies, Form Time and CPSHE lessons, as well as by marking events such as Anti-Bullying Week, the following detailed definitions will be explained to pupils. Furthermore, the CPSHE curriculum also covers anti-bullying, preventative strategies and what to do next, in some detail. Comments which might cause offence are sometimes referred to as 'only banter'. Banter is defined as '*verbal communication between groups of equal power, not the intentional misuse of power to upset another person.*' However, by describing or dismissing behaviour as 'banter' it can cause actual cases of bullying to go unreported. The school aims to educate pupils about this distinction during CPHSE lessons.

Anti-bullying messages are reinforced throughout the curriculum whenever appropriate.

As seen above, bullying can take many forms, but the main ones are:

Physical	Hitting, pushing, punching, kicking, spitting, scratching, taking another's belongings
Emotional	Eye-rolling, smirking, silent treatment, belittling or putting-down, humiliation, use of power or aggression to control or distress another, manipulation of friendships, social exclusion
Indirect	Spreading rumours/nasty stories/gossip about someone, exclusion from social groups, fabrication of lies, backstabbing (talking and criticising behind a victim's back)
Verbal	Insults, name-calling, sarcasm, nasty teasing, offensive remarks, 'banter', taunting, threats

Signs and symptoms of bullying may include:

- Being frightened of going to and from school
- Change of usual routine
- Being unwilling to go to school (school-phobic)
- Becoming anxious and withdrawn
- Crying themselves to sleep at night/nightmares
- Feeling ill in the mornings
- Beginning to do poorly at school
- Coming home with clothes/books torn
- Having possessions 'go missing'
- Unexplained cuts or bruises
- Asking for money or stealing money
- Becoming withdrawn, lacking in confidence
- Anxiety related to online activity
- Self-harm
- Talking of suicide or running away
- Becoming aggressive and unreasonable
- Bullying other children or siblings
- Giving improbable excuses to any of the above.

## Child on child abuse

**Child on child abuse** is a form of bullying which can take various forms including:

- Serious bullying (including cyber bullying)
- Relationship abuse
- Domestic violence
- Child sexual exploitation
- Youth and serious youth violence (including gangs)
- Harmful sexual behaviour
- Gender/Race violence

*Keeping Children Safe in Education (Sep 2025)* 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." (KCSIE 2025 paragraph 30)*

Alleyn's Oakfield 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 2025).

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.

Alleyn's Oakfield 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.

## Safeguarding

Bullying in any form is always taken seriously. It will be treated as a Child Protection concern, under the Children Act 1989, if there is reasonable cause to believe that a child is suffering, or is likely to suffer, significant harm.

In such circumstances the school's Designated Safeguarding Lead (DSL) will refer the case to Children's Social Care, using the procedures outlined in the school's Safeguarding & Child Protection Policy.

The school also recognises that children exhibiting bullying behaviour may also be an indicator that they are experiencing abuse and/or being bullied.

## Where does bullying take place?

It can happen anywhere – in the classroom, in the corridor, in the toilets and cloakrooms, in the dining hall, in the playground. Bullying may also happen on the way to and from school, on day or residential trips, fixtures and in cyberspace. It can take place in group activities and between families in the local community.

If incidents of bullying occur the school will always consider if any features in the school

environment have contributed to the incident e.g. areas where it may be more difficult for staff to supervise, number of staff on duty.

## What is not bullying?

- Falling out with one's friends – this happens to most people
- Changing friendships and establishing new and best friends
- Having a difference of opinion with someone and expressing that difference
- Accidentally hurting someone in the course of a game

## Staff Training/Raising Awareness

The Head of Learning Success and the CPSHE Co-ordinator disseminate information and updates advising on anti-bullying strategies to staff members during staff meetings. These meetings also provide an agenda opportunity to identify individual pupils who may be at risk of bullying or being bullied. Staff receive in-house training during staff meetings or directed time sessions in order to ensure they understand the needs of the pupils, especially those with Special Educational Needs. Staff guidelines regarding appropriate behaviour towards pupils are included in the Staff Code of Conduct and Safeguarding and Child Protection policy. Staff conduct duties around the School during break times, assist in reducing the potential for bullying.

Staff training will include regular exploration of bullying, emotional bullying, cyber-bullying, prejudice-based bullying, the implementation of this policy and strategies for the prevention of bullying. Staff and pupils alike are advised that there is a zero tolerance attitude towards bullying at Alleyn's Oakfield.

Staff are made aware of their legal responsibility and how this impacts their wider safeguarding responsibilities, as well as how the policy is to be implemented in practice. Recommended actions are defined to resolve and prevent problems, and sources of support are available for staff to use. On occasions and should the situation demand it, Alleyn's Oakfield will enlist the specialist skills and services of outside agencies in order to understand the needs of pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

## Special Educational Needs and Disability (SEND)

Disabled children and those with SEN can be more vulnerable to experiencing bullying in school and may have difficulties in telling people about bullying or reporting it. Staff must be aware of the necessity for increased vigilance when in the proximity of SEND pupils and of providing extra support. They should also check the understanding of bullying of any pupil with SEND in their class.

At Alleyn's Oakfield an awareness of diversity and learning differences is promoted and celebrated using assemblies, workshops, focus days/weeks and other appropriate channels. More able pupils can also be affected by bullying, and staff will treat this type of bullying in the same way as any other.

## Responsibilities

### Board of Governors

The governors have a legal duty to ensure that the school has an effective policy for anti-bullying which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

The governors will discuss, review and endorse the Anti-Bullying Policy on an annual basis. All incidents of poor behaviour and bullying are required to be recorded by staff, noting if any incident is related to protected characteristics or otherwise. This data is presented to the Board of Governors for scrutiny so they have a clear picture of incidents throughout the school.

### Head

The Head must ensure that the school has a policy for anti-bullying which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying and that it is implemented effectively.

The Head will:

- Determine the strategies and procedures
- Ensure that all staff have the opportunity to discuss strategies and review them
- Ensure appropriate training is provided
- Ensure that staff implement the policy effectively
- Ensure that the policy is brought to the attention of all staff, parents and pupils

### Head of Learning Success, Head of Early Years and the CPSHE Co-ordinator

These staff members will:

- Be responsible for the day-to-day management of the policy and procedures
- Ensure that there are positive strategies and procedures in place to help any children experiencing bullying as well as for those children who bully others.
- Keep the SLT informed of any incidents of bullying, no later than the next working day
- Arrange relevant staff training
- Determine how best to involve parents in the solution of individual problems
- Bring to the Head's immediate attention any requests for help by pupils from the School's Secret Safe Box
- Ensure that all incidents of poor behaviour or bullying are recorded by staff, including making a written record of any meetings held with parents to discuss poor behaviour or bullying.
- Inform the SLT of incidents recorded in the school Bullying and Behaviour Logs on Engage - these are checked every half term by the Head of Learning Success and Head for patterns and trends. This will inform future strategy and help to evaluate the effectiveness of the school's anti-bullying work

### Form Teachers

Form Teachers will:

- Be responsible for behaviour management on a daily basis in line with the school's Behaviour Policy
- Be alert to any particular dynamics within their class which could lead to bullying
- Challenge children whenever they witness unkind or inappropriate behaviour

- Be responsible for liaising with the Head and responsible staff listed above over all incidents involving pupils in their form
- Be involved in any agreed strategy to achieve a solution
- Support and, where appropriate, take part in the anti-bullying programme in CPSHE/, Form Time and Assemblies
- Take part in 'Anti-Bullying' awareness programmes Alert other members of staff during staff meetings of any concerns regarding bullying of a pupil

## All Staff

All staff, both teaching and non-teaching, will:

- Know the policy and procedures
- Follow the Staff Code of Conduct
- Be observant and ask pupils what is happening to them
- Deal with incidents according to the policy
- Never let any incident of bullying pass unreported, whether on-site or during an off-site activity
- Participate in the school anti-bullying measures

## Parents

Parents are requested to:

- Contact the school immediately if they are concerned that their child might be being bullied, or if they suspect that their child may be bullying others
- Be aware of the increasing dangers of cyberbullying through the sending of messages to mobile phones or the posting of personal information or views on social networking sites and exercise due parental responsibility in supervising their children's use of phones and the internet
- Support the implementation of this Anti-Bullying policy, actively encouraging their child to be a positive member of the school
- Support the school's Behaviour Policy by fulfilling the parental responsibilities contained within it, thus making their children aware of appropriate behaviour towards others
- Not confront the pupil carrying out the bullying or their parents. This can further complicate the situation and distress pupils
- Attend any meetings arranged to discuss the issue, and work with the school to ensure that bullying is stopped and support is given where needed
- Make sure their child knows that they need not be afraid to ask for help and report bullying
- Support restorative work undertaken by the school to support all children affected, including support for the children who have bullied to change their behaviour
- Arrange an appointment with the Head Teacher to discuss any ongoing concerns
- Follow the Complaints policy, published on the school website, if they feel that their concern has not been satisfactorily resolved.

## Prevention

The School's anti-bullying measures will be taught in CPSHE Form Time and Assemblies. In addition, special 'awareness' weeks will take place in curriculum time during the academic year. The overarching message given to the children is: *Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If you think that someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.*

Below are some strategies which are discussed with the children:

- Tell someone you trust – it could be a teacher, a teaching assistant, a lunchtime supervisor, a family member or a friend – if you have any worries about yourself or a friend
- Try not to let the bully know that he/she is making you feel upset
- Try to ignore them
- Be assertive – stand up to them, look them directly in the eye, tell them to stop and mean it
- Stay in a group
- Get away as quickly as you can and tell someone (ask a friend to go with you if you are scared)
- If you don't feel you can talk to anyone, write it down and post in in the Worry Box in the classroom
- Recognise your 'bystander responsibility' and tell an adult if someone else is being bullied
- When you tell an adult, give them as many facts as you can: What, Who, Where, When, Why, How
- Keep a diary of what's been happening
- Keep on speaking out until someone listens and helps you
- Don't suffer in silence and don't blame yourself for what is happening
- Call Childline 0800 1111

Alleyn's Oakfield has an ethos of 'don't stay silent' – pupils are expected to inform a trusted adult if any bullying behaviour is seen or heard about.

Where bullying, or suspected bullying, does occur, it can be "nipped in the bud" by the vigilance and timely intervention of staff. Reporting of unacceptable behaviour to relevant colleagues, and careful record-keeping, allows pastoral teams to identify emerging patterns of unacceptable behaviour and intervene before they develop into significant trends. Everyone should feel able to speak out and report any concerns about bullying in the knowledge that they will be listened to and that the matter will be taken seriously.

## Bystander Responsibility

Alleyn's Oakfield makes it clear to all members of the school community, adults and children alike, that they have a responsibility as a member of Alleyn's Oakfield to act appropriately should they witness or be a bystander to any bullying behaviour. "Bystander Responsibility" features significantly in the school's anti-bullying CPSHE scheme of work and children are encouraged to stand up for what they KNOW to be right and to report what they have seen. If a pupil feels that they are being bullied, suspects that someone else is being bullied, or has any concern about bullying, it is important that they are able to tell someone who may be able to help.

Pupils who are, or feel that they are, being bullied, will be appropriately supported and pupils who bully others will also receive help in a sensitive manner - an attempt will be made, and support given, to help those who bully to understand and change their behaviour.

Some bystander responsibility strategies discussed with children are below:

- Don't rush over and take the bully on yourself
- Don't be made to join in
- If safe to do so, tell the bully to stop
- Let the bully know you do not like their behaviour
- Shout for help
- Let the person being harmed know you are going to get help
- Tell a member of staff as soon as you can
- Encourage the person who has been harmed to talk to someone and get help
- Ask someone you trust about what to do

## Cyberbullying

(See also the Safeguarding & Child Protection Policy)

Unlike other forms of bullying, cyberbullying can follow children into their private spaces and outside school hours. Cyberbullies can communicate their message to a wide audience with remarkable speed and can often remain unidentifiable and unseen.

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos, including fake images created by AI

- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Where necessary and if appropriate, Alleyn's Oakfield will exercise its right under the Education Act 2011, to search for images and files on electronic devices, including mobile 'phones. If 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.

## Cyberbullying Prevention

*(see also Internet, Digital and Mobile Technologies (IDMT) policy, Acceptable Use Agreements and Safeguarding and Child Protection Policy)*

- Pupils, parents and staff are made aware that protecting pupils against bullying via mobile phone or the Internet is an important part of the school's anti-bullying policy; this policy will be regularly updated, and teachers will have sufficient knowledge to deal with cyberbullying in school
- Pupils will be made aware that cyberbullying committed outside school will be treated with the same seriousness as if it were in school
- Serious sanctions will be used against those who cyberbully: in addition to depriving them access to all forms of communication technologies in school, parents will also be requested to do the same at home
- All e-communications used on the school site are monitored; from Year 3 all pupils are required to sign a declaration that they will use the Internet and communication technologies responsibly
- Except in exceptional circumstances (e.g. school field trips, away matches), mobile phones will not be allowed at school
- Internet blocking technologies against harmful sites are in place at the school and are continually updated
- Social networking sites (Facebook, Tik Tok etc) are not accessible on the school's

systems

- Parents' permission will be sought before images of children are used in publications seen outside the school; in principle the school will always avoid identifying a pupil's picture by their full name, for instance on the school website or in local newspapers; Through CPSHE, awareness raising sessions, and information to both pupils and parents, pupils will be taught about the risks of new communication technologies, the consequences of their misuse, and how to use them safely
- Internet safety training, delivered by CEOP and/or other external consultants is provided to parents by Alleyn's Oakfield and staff training is refreshed regularly
- The school's filtering and monitoring systems are robust and are updated regularly
- Through advice and guidance given to parents the school works with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice
- The management of personal data is carefully aligned to the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018
- Alleyn's Oakfield will work with the police and other partners in education and child protection to a) raise awareness of cyber bullying, b) take all reasonable steps to prevent it and c) impose appropriate sanctions if it is discovered

## Bullying that takes place outside Alleyn's Oakfield

Alleyn's Oakfield acknowledges the fact that bullying can sometimes occur out of school, and can also happen by others not connected with the school. At all with. . Where such bullying happens, Alleyn's Oakfield encourages the community to report it to the school, whereupon it will be investigated and acted on. The school will consider reporting the incident to the Police and other outside agencies if appropriate. I.

## Intervention

Bullying is viewed as a serious offence. Disciplinary measures for bullying are appropriate for and proportionate to the ages of the children involved. Such measures are applied fairly, consistently and reasonably taking into account any special educational need or disabilities that the pupils may have.

Alleyn's Oakfield also acknowledges the motivations behind bullying behaviour and understands fully that a pupil engaged in bullying behaviour will need support and may also be subject to abuse or bullying themselves. Parents of all pupils involved will be supported and listened to, and kept informed of how concerns are dealt with.

Alleyn's Oakfield will continue to provide sensitive programmes to raise awareness in pupils, staff and parents through CPD, parenting workshops, assemblies and CPSHE schemes of work.

## Dealing with Incidents

- Where staff observe bullying behaviour or behaviour which appears to be bullying, they should in the first instance speak to the pupil(s) involved and reinforce the school's position on bullying and how others should be treated. **All staff should challenge any inappropriate behaviour and take it seriously**, including banter, teasing and name-calling.

- Details of the date, the pupils involved, along with a description of the incident and the staff member(s) who dealt with the incident, must be recorded in the Behaviour Log on Engage The record should be as accurate as possible. Rather than use phrases such 'X used inappropriate language/behaviour' the actual words or behaviour witnessed should be recorded.
- The staff member must report the details to the Form Teacher and any other relevant staff, including the Head
- If racial bullying or any other discriminatory bullying based on the protected characteristics is suspected, the Head must be informed immediately.
- The Form Teacher, Head and/or Head of Learning Success (DSL) will investigate the matter, interview all parties and record their findings on the Behaviour Log on Engage.
- Staff will talk to and listen to the child(ren) affected and any witnesses, making sure that they feel safe to speak.
- Staff will talk to the child accused of bullying about what has happened, why they became involved and any other relevant matters or events.
- Staff will make it clear that bullying is not tolerated at Alleyn's Oakfield.
- The problem will be identified and possible solutions agreed.
- The relevant Form Teachers and all other staff will, as appropriate, be informed.
- The Head will determine the appropriate strategy and plan of action to deal with the incident(s).
- The Form Teacher will oversee the implementation of the strategy with the assistance of the Head and DSL where appropriate.
- Parents will be notified of the incident and strategies used.
- Parents will be updated on the outcome of the investigation and their views will be sought and recorded.
- Sanctions against the perpetrator will be applied as outlined in the Behaviour Policy. All sanctions will be proportionate and fair.
- If necessary, other agencies may be consulted or involved or local services may be consulted/informed if a child is felt to be at risk.
- The situation will continue to be monitored by staff with a specific review date set with both parties.

## Outcomes of school intervention

It is the aim that these will be:

- Prevents further bullying behaviour
- The person being bullied feels safe
- The person being bullied feels reassured that they are not responsible for what has happened
- The children who have bullied others understand their actions were wrong and apologise in a genuine manner
- Behaviour is changed and children are made aware of the impact of their behaviour and actions
- If possible, the pupils will be reconciled through restorative work
- The underlying causes of behaviour are discussed and support is given
- Skills needed to manage any future/further situations are developed
- Sanctions and rewards are applied in line with the school's Behaviour policy

## Sanctions

Also see *the Behaviour Policy and the Fixed Period & Permanent Exclusions Policy*

Any of the school's formal sanctions may be used as appropriate and will be consistent with the school's policies above. Sanctions will vary according to the age of the pupils involved and the seriousness of the events.

A range of sanctions may be used increasing in seriousness as follows:

- Deprivation of free time: kept in at play times
- Exclusion from favourite activities
- Restricted from attending residential visits or other excursions
- A fixed term of exclusion from the school
- Permanent exclusion from the school

Parents of children subject to sanctions will be invited to a meeting with the Head in order to discuss the incident, the sanction and ways of avoiding similar behaviour in the future.

The Head may exclude a pupil for a fixed term or permanently in line with the school's Fixed Period & Permanent Exclusions Policy. Parents have the right of appeal against a decision to permanently exclude a pupil as described in the policy.

## Record Keeping

As outlined above, **at all** stages of the process, staff are expected to keep meticulous records. All incidents of alleged bullying must be logged by staff and will be followed up by the Head of Learning Success keeping the Head informed at all times.

All incidents of alleged bullying or bullying must be recorded in the **Behaviour Log** on Engage. This record distinguishes any incidents of bullying which are based on the protected characteristics.

## Criteria for Success

The Head will review records on a regular basis with the Head of Learning Success. The number of recorded incidents will be one criterion for judging the success of the anti-bullying strategy.

## Monitoring and Review

The Head will regularly review (at least twice a term) entries in the Behaviour Log with the Senior Leadership Team to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. Information from this analysis will also be used to inform staff and if appropriate, may determine training needs.

This policy is reviewed annually by the Governors along with a termly review of the data from the Behaviour Log.

