



## Alleyne's School Policies & Procedures

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

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|----------------------------|---------------------------------------------------------------------------------|
| Name of Policy             | Anti-Bullying and Harmful Peer Relations (Child-on-child Abuse) Policy          |
| ISSR                       | Part 3: Welfare, Health and Safety of Pupils and other Legislation              |
| Reviewed by                | Alleyne's Governing Board                                                       |
| Author                     | Mr G English, Deputy Head (Pastoral) & Mrs MA Joel, Assistant Head Safeguarding |
| SLT                        |                                                                                 |
| Date of school review      | June 2025                                                                       |
| Date of next school review | June 2026                                                                       |

### Policy Overview

This policy applies to the Senior School.

#### 1 Policy introduction

*Keeping Children Safe in Education* (Sep 2025) (*KCSIE*) places emphasis on the duty for schools to guard against the negative impact on children's welfare, happiness and development, caused by child-on-child abuse. In Paragraph 30 of *KCSIE* (Sep 2025) (with a summary repeat in Paragraphs 13 and 14 of Annex A) the following is stated: "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's 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."

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment;

physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.”

At Alleyn’s, the Governors, Senior Management Team and all staff are committed to the prevention, early identification and appropriate management of child-on-child abuse cases or concerns both that take place 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).

As a part of its safeguarding work, we:

- Seek to be aware of the level and nature of the risk to which any pupil is, or might be, exposed;
- Apply an approach which takes regard of safeguarding matters and context;
- Take a contextual whole-school approach to preventing and responding to child-on-child abuse concerns;
- Regard the implantation of this policy as a preventative measure, aiming not simply to react to allegations or incidents of child-on-child abuse;
- Recognise the importance of this issue as critical to the children’s welfare, happiness and development as pupils and people;
- Engage with the parent community at regular points to encourage open discussion of any specific or general concerns they might have about their own children or other children in the community.

### Policy statement (Aims and Objectives)

This policy:

- Sets out our approach to prevent, identify and appropriately manage cases and concerns of child-on-child abuse. (The policy is discussed with different groups including pastoral leaders, all staff, pupil voice groups and parents);
- Applies to all who work at the School, including Governors, all staff, volunteers and contractors;
- Is reviewed annually and updated as necessary in the interim by the Assistant Head Safeguarding who is the Designated Safeguarding Lead at Alleyn’s;
- Is the School’s main policy for any concern or case about child-on-child abuse. It should be read alongside the School’s Safeguarding and Child Protection Policy and the Pupil Code of Conduct (both of which feature in all staff induction and regular staff training sessions);
- Uses the term ‘child’ or ‘children’, but is not restricted in its application only to those pupils under 18 years of age. [We recognise that statutory authorities may manage cases differently with pupils over 18, but the School’s response to cases and concerns about child-on-child abuse remains the same, under its safeguarding duties, for all children in its care. The School recognises that in some matters (like youth produced sexual imagery) the age of the children involved is pertinent to the management of the case, and the School will be mindful of all statutory legislation and guidance on age matters in managing any case.];
- Is compliant with the most recent relevant statutory guidance on child-on-child abuse, drawing on especially, KCSIE (Sep 2025) *Sexual violence and sexual harassment between children in schools and colleges* (Part 5 of KCSIE, Sep 2025); and, *Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies*, (July 2017).

## 2 Understanding child-on-child abuse (including bullying)

KCSIE (Sep 2025) states that... *“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 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) • Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal - whilst non-consensual is illegal and*

*abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos. • 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 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).*

For the management of concerns at Alleyn's, we recognise the danger of any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Child-on-child abuse can take various forms, including: bullying (and cyber bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. (The Alleyn's Safeguarding and Child Protection Policy contains sections relevant to some of these forms and material is included in appendices to this policy for further information.)

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).**

Research suggests that child-on-child abuse is the most prevalent experience of abuse currently suffered by children in the UK. For example, more than four in ten schoolgirls between 13 and 17 in England have experienced sexual coercion. Two thirds of contact sexual abuse experienced by children aged 17 or under was committed by someone who was also aged 17 or under.

### **Sexual behaviours**

In September 2021 the government published fresh guidelines about the management of cases of concern about sexual abuse and sexual harassment – *Sexual violence and sexual harassment between children in schools and colleges* (now published as Part 5 of *KCSIE* Sep 2025). This document gives guidance on how to handle cases of concern and staff are trained to consult with the DSL in any case involving concern about potential sexual abuse or harassment.

The DSL and appropriate other members of staff, when seeking to understand, and deciding how to respond to, a case of concern will consider whether it constitutes normal, appropriate, problematic, abusive or violent behaviour, drawing on the continuum proposed by Simon Hackett in:

[Understanding sexualised behaviour in children | NSPCC Learning](#)

### 3 Bullying and cyberbullying

#### Definition of bullying

In the government document, *Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies*, (July 2017), it says: *"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, cyberbullying 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."*

At times it can be claimed that hurtful comments are only "banter". Banter is defined as verbal communication between groups of equal power, not the intentional misuse of power to upset another person. However, describing behaviour as "banter" can cause actual cases of bullying to go unreported and be dismissed as insignificant and we educate the pupils about this in PSHE lessons and other forums.

#### 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. Cyberbullying 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 we alert pupils (via assemblies, PSHE lessons, tutor time and the AUA) and staff (in training and the AUA) 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 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.

### **Vulnerable Groups and Inclusion**

At Alleyn's, we recognise that all children can be victims or perpetrators of bullying and child-on-child abuse, but some groups of pupils may be at greater risk due to real or perceived differences, or because of the attitudes and behaviours of others. These differences may relate to protected characteristics as defined in the Equality Act 2010 or may reflect wider vulnerabilities in a pupil's social, emotional, or family context.

The School accepts the definition of bullying as written above and also acknowledges what Preventing and tackling bullying Advice for headteachers, staff and governing bodies (July 2017) says about the need to monitor especially certain groups of children:

"Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference... These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all." From Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (July 2017)

We recognise the following groups as potentially vulnerable in this way:

- Pupils with special educational needs or disabilities (SEND), particularly those who may struggle to recognise, articulate, or report abuse.
- Pupils who identify as or are perceived to be LGBTQ+, including those exploring their gender identity or sexual orientation.
- Pupils from minority ethnic or religious backgrounds.
- Pupils who are looked after, previously looked after, adopted, or who have caring responsibilities.
- Pupils experiencing mental health difficulties, social isolation, family trauma, or other adverse childhood experiences.
- Pupils who are new to the school or experience barriers to communication, including those for whom English is an additional language.

Our approach to safeguarding and behaviour management is guided by a strong commitment to equity, dignity, and care for the individual. This includes:

- Ensuring that systems for reporting and seeking help are accessible, well-publicised, and sensitive to individual needs.
  - Promoting inclusive values through the curriculum, assemblies, and student leadership, with a strong focus on challenging stereotypes, celebrating diversity, and addressing discriminatory attitudes or language.
  - Using data collection and trend monitoring to identify and respond proactively to any patterns of behaviour affecting vulnerable groups.
  - Working closely with families, support staff, and external agencies where appropriate to ensure pupils receive holistic support that meets their specific needs.
  - Ensuring that our staff training includes content on bias, cultural competence, and inclusive safeguarding.
- We are mindful of the intersectionality of identity and experience — where a pupil's experiences of difference and disadvantage may be shaped by more than one factor — and seek to avoid assumptions about how any single characteristic may affect a child's experience. Above all, our focus is on knowing the individual and responding in a way that promotes safety, inclusion, and belonging for every member of the Alleyn's community.

It is also the case that some children with protected characteristics are more vulnerable to potential abuse by peers.

As stated in *KCSIE* (Sep 2025), the School engages in education and monitoring so that prejudice-based and discriminatory bullying can be discovered and countered.

### **Safeguarding and bullying and cyberbullying**

Taken from, *Preventing and tackling bullying Advice for headteachers, staff and governing bodies* (July 2017):  
"When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of *KCSIE* (Sep 2025). However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying".

All staff are trained to understand the steps to take in cases where bullying or cyberbullying raises safeguarding concerns. Staff are aware of how to contact the DSL and the importance of adopting an 'it could happen here' attitude.

### **Actions in cases of suspected bullying:**

**Pupils:** if pupils are being bullied, witness bullying of someone else or suspect that someone else is being bullied it is important that they tell someone who may be able to help. This may be a friend, an older student, your Tutor, a Section Head or Head of Year, a Head of House, a School Nurse or any member of the staff they feel they can confide in.

**Bystanders:** Pupils are reminded that bystanding in cases of bullying brings part-responsibility on themselves, and that it is every pupil's responsibility to report observed cases of bullying. Pupils who by stand in cases of bullying behaviour and do not pass on what they see will be subject to investigation and possible sanction. Pupils must be ready to recognise when behaviour described as 'banter' is an actual case of bullying.

**Staff:** any adult who has concerns about the bullying of a pupil should tell an appropriate colleague – in most cases this will be the Assistant Head of the relevant Section of the School but may also be one of the Designated Safeguarding Lead.

**Parents:** any parent who has concerns about their son/daughter or about any other pupil in the School should inform an appropriate member of staff (in most cases this will be the Assistant Head of the relevant section of the School for that pupil, but may also be the Tutor or Head of House or Head of Year in the first instance).

It is the responsibility of the School to deal effectively with cases of bullying on its premises and on official off-site activities. The School will address cases of bullying outside its immediate premises, in so far as the behaviour damages the well-being of one or more of its pupils, but it will work in partnership with home and other parties, where the behaviour occurs outside school time and activity.

Cases of bullying or suspected bullying will be carefully and thoroughly investigated. All those involved will be given a fair opportunity to talk about the matter with an appropriate person. Where an incident of bullying is proven, a written record of all relevant matters will be kept and subsequently stored centrally. These written records will be used to identify any patterns in bullying. Written records of related incidents and meetings will be kept until the individuals concerned are 25 years of age. Appropriate action will be taken; this might include permanent exclusion from the School.

#### **Allegations of sexual violence and harassment between peers**

Schools must be mindful of the specific issues of sexual violence and sexual harassment, and the School follows the guidance set out in the updated document, *Sexual violence and sexual harassment between children in schools and colleges* (published as Part 5 of *KCSIE* (Sep 2025)).

When an allegation about sexual violence or harassment between peers is made the matter must be immediately passed on to the DSL or appropriate DDSL. The School will consider, in line with the guidance published in Part 5 of *KCSIE* (Sep 2025), the wishes of the victim in terms of how s/he wants to proceed. The onus of care must be on the child making the allegation, although the School will still have to take care to support the alleged perpetrator in the course of managing the matter. The child making the allegation will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that will be offered. In immediately responding, the DSL or DDSL will (in consultation with the Head) take into account:

- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- is the alleged incident is a one-off or a sustained pattern of abuse?;
- are there ongoing risks to the victim, other children, or staff?; and
- other related issues and wider context.

As always, when concerned about the welfare of a child, all staff should act in the best interests of the child and the general principles of communication and care set out in *KCSIE* will apply. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children



involved/impacted) and this will include taking advice from appropriate external agencies about reporting the allegation. In this process we shall determine whether it is something that can be managed internally using the School's usual pastoral and disciplinary frameworks, or considering the matter something which should be reported to the police or Children's Care via an Early Help Assessment referral, a Section 17 referral or a Section 47 referral. This would be managed by the DSL in consultation with the Head.

Paragraph 32 of *KCSIE* (Sep 2025) states: *It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Examples of which are listed below. 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."*

#### **4 Dealing with reports of alleged cases of child-on-child abuse**

When the DSL, DDSs or relevant staff deal with alleged behaviour which involves reports of child-on-child abuse, they will consider factors like those listed below:

- Is the behaviour problematic and concerning?
- Is the behaviour socially acceptable?
- Is the behaviour socially acceptable within the context of the peer group?
- Does it involve a single incident, or has it occurred over a period of time?
- Does it involve any overt element of victimisation or discrimination, *eg* related to race, gender, sexual orientation, physical, emotional or intellectual vulnerability?
- Does the behaviour involve an element of coercion or pre-planning?
- Does it involve a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power?
- Is a child with a particular characteristic (*eg* on the SEND list) involved?
- Is prejudice or discriminatory views involved?
- Does it involve a misuse of power?

It is recognised that the same behaviour exhibited by different children can be understood as different in context, intention and impact. The issue of consent is relevant to considering any case, and where there is consent, the behaviour will undoubtedly affect parties differently. An example of such behaviour would be the consensual or non-consensual sharing of sexual imagery, where in one context it would be inappropriate, in another, abusive. In such cases the issue of coercion is also relevant in considering the issues that arise.

Behaviour that is not abusive at first may become abusive over time. Early intervention is important and vital in stopping a one-off incident (like a playground fight) becoming a situation of potential abuse of power, which impacts the victim seriously. Intervening early could also involve addressing sections of pupils (like a Year Group) together. In considering sanctioning of behaviour, we take into account the efficacy of such sanctions, how widely they might apply and how such sanctions fit into the whole scheme of addressing concerning behaviour with individual pupils and groups of pupils.

An important consideration will be the possible need for an external referral to multi-agency partners.

#### **Considering a possible referral**

All staff should be alert to the possible signs that a pupil is a victim of child-on-child abuse. Staff should engage, when concerned, in a process of discussion with other appropriate staff (*eg* tutor, Head of House, Head of Year,



Head of Section) and the DSL, if a safeguarding concern arises. In the School's Safeguarding and Child Protection Policy there are listed signs of abuse, and a section on child-on-child abuse, which can help guide. Behaviour that constitutes a concern about child-on-child abuse will depend on particular circumstances, and staff – when considering cases of concern – will draw upon the widest information that fellow staff can provide to supply the biggest picture of the child and her/his safeguarding context. Staff are aware that different groups of children, including those of different genders and ages, will present power imbalances differently and relevant to different developmental stages.

The main signs that the child-on-child abuse may constitute a safeguarding concern of sufficient severity that a referral might be considered include:

- friends alert staff of serious concerns;
- failure of the child to attend school;
- struggles in carrying out usual tasks in school life;
- physical injuries;
- difficulties with mental health and/or emotional wellbeing;
- becoming withdrawn, shy, experiencing headaches, stomach aches, anxiety and/or panic attacks, suffering from nightmares or poor patterns of sleep;
- broader concerns about behaviour including alcohol or substance misuse;
- changes in appearance or attitude inappropriate to the child's age and previous behaviour;
- abusive behaviour towards others.

## **5 Managing the issue of, and cases of concern about, child-on-child abuse.**

Bullying is a clear breach of the School Code of Conduct and the full range of sanctions available throughout the School may be used to deal with cases of bullying where found and confirmed. It should be noted that although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. Malicious accusations of bullying behaviour, if found to be untrue, will be treated very seriously and involve serious disciplinary sanction.

### **Record keeping, monitoring and review**

Incidents of bullying or suspected bullying will be recorded on a "Bullying: Report/Record of Investigation" form by the Lead of the relevant section of the School. These forms will be collated by the DSL and discussed with the Head, and a summary given to the Link Governor. The Section Leads - Assistant Heads of the Lower and Upper School and the Director of Middle School, will make a regular report to the DSL. The Head will be made aware of all reported incidents of bullying (with relevant statistics), whether confirmed or otherwise, through regular meetings with the DSL. All incidents will be recorded, any patterns will be identified and the effectiveness of the action taken will be monitored. The Head may make this information available to the Governing Body of the School. In the collecting of data involving cases of bullying, the particular characteristics of the children will be monitored, including any pupils on the SEND list. The Senior Leadership Team will address procedures for consideration of what can be learned from bullying incidents, although the guidelines in this policy apply to all members (pupils and staff) of the School community.

### **Staff training**

The DSL is responsible for online safety training for staff. Members of staff are reminded regularly of the need for vigilance about the behaviour of peers towards peers. Staff are reminded to read the School's policy after each review, and the Assistant Heads of Lower and Upper School and the Director of Middle School [Section Heads] regularly raise the matter with tutors at meetings and in one-to-one conversations. The DSL meets regularly with the Section Leads, and bullying is raised as an item to discuss regularly. Staff training includes induction sessions for new members of staff, cluster groups at staff meetings (when scenarios are discussed) and information from the DSL at staff CPD sessions at various stages of the school year.

Staff guidelines regarding appropriate behaviour towards pupils and sanctions to be used are included in the Staff Handbook, and in the Rewards and Sanctions Policy. Staff and senior pupils conduct duties around the School during break times, assisting in reducing the potential for bullying. Specific instructions are issued each term

regarding the appropriate use of school quads and fields by specific year groups (instructions are issued as Summer and Winter Bounds instructions).

### **Preventing bullying and raising awareness among pupils**

Nobody is immune from the potential of being bullied and indeed being seen as a bully by their actions. The School aims to educate all pupils and staff as to the consequence and repercussions of their actions in the eyes of others.

The issue of bullying is specifically addressed within the PSHE programme, highlighting the issue through Anti-Bullying week in November each year. Individual 'buddies' are used to integrate new pupils to School and classes. Peer mentors, such as Upper School pupils working as helpers within the Lower School, offer peer support to younger pupils.

Responsible behaviour and anti-bullying guidance is a common theme in the annual programme of Assemblies led by the Chaplain.

The Section Leads regularly address issues of responsible behaviour with their School Sections and with individual Year groups, targeting reports of social exclusion of groups or individuals where appropriate.

Heads of House and House groups regularly promote friendships across Year groups and foster support for pupils within the House group.

An important part of the School's approach to anti-bullying is its commitment to maintain care with pupil's use of the internet, social media and other cyber activities. The School has a rigorous Acceptable Use of IT agreement which all pupils must sign, which includes an acknowledgement of their need to take care when online or using electronic media whether in school time or outside.

Alleyn's School intends to promote good behaviour and celebrate all the varied successes of its pupils through respectful personal relations within the community and through specific initiatives (like the Celebration of Sport Evening, the CCF Annual Dinner, The DofE Farewell Dinner) that enable pupils to see their contributions valued and their activities at school valued.

A poster is placed in each form tutor room (classrooms) explaining to whom pupils can speak with different pastoral worries (Safeguarding, Bullying and Pastoral concerns). On this poster is advice of whom to speak to in school and agencies outside school that can support, as well

### **Preventative Curriculum and Education**

At Alleyn's, our approach to child-on-child abuse is rooted in prevention as well as response. We believe that educating pupils about healthy relationships, respectful communication, power dynamics, and the impact of harmful behaviour is fundamental to building a culture where abuse is less likely to occur.

Our preventative education is delivered through a whole-school approach, with a particular emphasis placed on:

- **PSHE and RSE Curriculum:** These lessons explicitly cover topics including friendship, bullying, consent, online behaviour, gender norms, prejudice, peer pressure, and how to seek help. The curriculum is age-appropriate, evidence-informed, and regularly reviewed to ensure it reflects contemporary issues affecting young people. We are guided by the principles outlined in statutory RSE and non-statutory PSHE frameworks, and regularly incorporate pupil feedback into curriculum planning.

- **AEQ:** Our bespoke personal development curriculum, built on the pillars of emotional, social, and life literacy, equips pupils with the vocabulary, empathy, and self-awareness to navigate complex social situations, understand boundaries, and respond appropriately to conflict or discomfort.
- **Assemblies and Tutor Time:** Regular whole-school and year group assemblies, as well as structured tutor time discussions, reinforce key messages about kindness, inclusion, digital citizenship, and being an active bystander. These forums offer opportunities to respond to current issues and trends, and to celebrate respectful, responsible behaviours.
- **Anti-Bullying Ambassadors and Peer Mentoring:** Through our student leadership structures, older pupils are trained to support younger peers and model positive behaviour. Anti-Bullying Week, House-led initiatives, and student-led campaigns contribute to a culture where pupils are encouraged to speak up and support one another.
- **Staff-Student Relationships:** Preventative education is underpinned by a culture of trust and approachability. All staff, particularly tutors and pastoral leads, are trained to build relationships that make it easier for pupils to disclose concerns early and to engage meaningfully in conversations about wellbeing and behaviour. Preventative education is not confined to timetabled lessons. It is embedded in the everyday life of the school, in the way we model our values of **respect, opportunity, curiosity, courage, and kindness**, and in the way we respond, consistently and restoratively, to poor behaviour when it occurs. By fostering this culture, we aim not only to prevent harm, but to empower our pupils to contribute positively to their communities, both within and beyond school.

This policy was updated with regard to the DfE guidelines:

- *Keeping Children Safe in Education: Statutory guidance for schools and colleges* (Sep 2025)
- *Sexual violence and sexual harassment between children in schools and colleges* (Part 5 KCSIE Sep 2025)
- *Preventing and tackling bullying Advice for headteachers, staff and governing bodies* (July 2017)
- *Cyberbullying: Advice for headteachers and school staff* (November 2014)

**Other Useful References and Support Organisations (from *Preventing and tackling bullying Advice for headteachers, staff and governing bodies* (July 2017):**

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying:

- **The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).
- **The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- **The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- **Restorative Justice Council:** Includes best practice guidance for practitioners 2011.

### Cyber-bullying and online safety

- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.
- **Digizen:** provides online safety information for educators, parents, carers and young people.
- **Internet Matters:** provides help to keep children safe in the digital world.
- **Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- **The UK Council for Child Internet Safety (UKCCIS)** has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

### LGBT

- **Barnardos:** through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying
- **EACH:** (Educational Action Challenging Homophobia): provides a national freephone actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- **Metro Charity:** an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity
- **Proud Trust:** helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
- **Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- **Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

### SEND

- **Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- **Changing Faces:** Provide online resources and training to schools on bullying because of physical difference.
- **Anti-bullying Alliance SEND programme of resources:** Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.
- **Information, Advice and Support Service Network:** Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

### Mental health

- **MindEd:** Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.
- **PSHE Association:** guidance and lesson plans on improving the teaching of mental health issues

### Race, religion and nationality

- **Anne Frank Trust:** Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
- **Educate Against Hate:** provides teachers, parents and school leaders practical advice and information on

protecting children from extremism and radicalisation.

- **Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- **Kick It Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools.
- **Tell MAMA:** Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.
- **Anti-Muslim Hatred Working Group:** Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues. *(Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.)*

### Sexual harassment and sexual bullying

- **Ending Violence Against Women and Girls (EVAW):** A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.
- **Disrespect No Body:** a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.
- **Anti-bullying Alliance:** advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.