



## **Anti-Bullying Policy and Responding to Harmful and Abusive Behaviours\***

**\*Including child-on-child abuse.**

### **Introduction**

At Alwoodley Primary School, we are aware that pupils may be subjected to isolated or persistent harmful and abusive behaviours, and recognise that preventing, raising awareness and consistently responding to any cases of such behaviour should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Alwoodley Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Our school is a place where every person has the right to be themselves and be included in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

This policy is closely linked with our Behaviour Policy, our Safeguarding & Child Protection Policy, and the school's Vision, Aims & Values.

### **Our Behaviour Rules**



## Principles

It is the responsibility of the Governing Board and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. As part of our school motto: Learning Together, Growing Stronger, we value pupils who look out for each other, settle in quickly and make friends easily.

## Aims & Vision

Bullying of any kind is unacceptable. At our school the safety, welfare, and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination. We actively promote values of respect and equality, and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens, and to make sure they grow up understanding the need to respect and celebrate differences, as well as similarities. These values reflect those that will be expected of our pupils by society when they enter secondary school, and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review, and assess the impact of our preventative measures. Our school vision is regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, harmful and abusive should be significantly reduced.

### **Our school vision links to the prevention of bullying as follows:**

#### Learning Together

Not only do our differences help to make us stronger, celebrating these – together – makes us the happy, supportive and ambitious school that our pupils experience every day.

As such, pupils look out for each other, settle in quickly and make friends easily.

Our enthusiastic and dedicated staff encourage all of our young people to learn and grow by being open-minded and listening to others.

We are proud of the wide range of religions, cultures, traditions and backgrounds that make up our diverse family of learners which, we believe, helps to enrich the lives of all our pupils. ***This belief influences our school and curriculum intent.***

In addition, a wide range of experiences and the promotion of British Values across the curriculum helps to develop the spiritual, moral, social and cultural understanding of our pupils.

***Equality of opportunity and positive relationships between adults and children guarantees the school's leaders' intent to create life-long learners who aspire to fulfilling a wide-range of professions.***

## Definition

At Alwoodley Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies, PSHE lessons and Anti-Bullying week.

We agree that:

- Bullying is behaviour that is harmful and abusive.
  - Behaviours are harmful when they have a negative impact on someone's physical safety or mental wellbeing.
  - Behaviours are abusive if they are perpetrated by a person(s) who is able to exert power and control. These are non-consensual experiences that involve acts of threat or coercion.
- The harmful and abusive behaviour is usually; physical hurting, name calling, nasty looks or leaving people out.
- The harmful and abusive behaviour is usually on-going.

## Categories of Bullying including Child-on-Child Abuse

### Cyber

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

## Prejudice Based & Discriminatory

### Racist

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or national status.

### Homophobic

This occurs when a person's behaviour is motivated by a prejudice against lesbian, gay or bisexual people. This also extends to Transgender, Intersex & Non-binary pupils as well as all pupils who are questioning their gender or sexuality.

Prejudice & discriminatory bullying can also be based on lots of different things, including, but not limited to:

- RELIGION OR BELIEF
- CULTURE
- SOCIAL CLASS OR SOCIO-ECONOMIC BACKGROUND
- GENDER (sexist bullying)
- TRANS IDENTITY, INCLUDING NON-BINARY IDENTITY (transphobic bullying)
- SPECIAL EDUCATIONAL NEEDS (SEN), ADDITIONAL LEARNING NEEDS (ALN), ADDITIONAL SUPPORT NEEDS (ASN), OR DISABILITY
- APPEARANCE, including hair colour
- RELATED TO HOME OR OTHER PERSONAL SITUATION
- RELATED TO ANOTHER VULNERABLE GROUP OF PEOPLE

### Physical

Hitting, kicking, pushing, taking another's belongings, any use of violence

### Emotional

Being unfriendly, excluding, tormenting

### Sexual

This includes sexual violence and sexual harassment, explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. Appendix 1 details how the school will respond to harmful sexual harassment or violence.

## Prevention

Preventing and raising awareness of child-on-child abuse and bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons and Anti-Bullying week, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.

Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

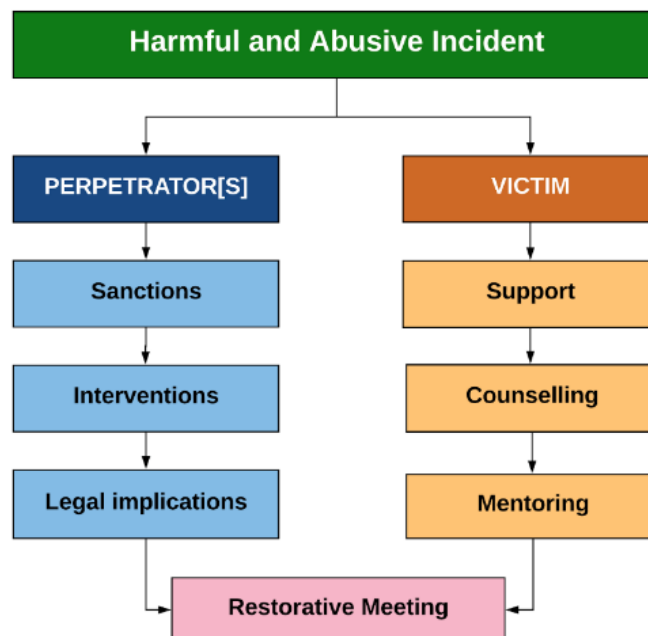
School will use local charities and community groups and local Safer Schools Officer to enhance our preventative curriculum.

## Responding to a Harmful and Abusive Incident

All cases of alleged bullying should be reported on CPOMS this will ensure that the Safeguarding Team and Headteacher are informed. If harmful and abusive behaviour is reported by a pupil or parent/carer the Class teacher, or the Senior Inclusion Worker (SIW) should first establish the facts, and build an accurate picture of events over time, through speaking to the pupils involved and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is confirmed\*\*, the SIW should seek to use a restorative approach with all pupils involved. The diagram below illustrates our restorative approach. The child(ren) responsible for the hurtful and harmful and abusive behaviour should fully understand the consequences of their actions on the other pupil(s), and apologise without reservation.

\*\* The school has an agreed criterion that must be met to confirm that bullying has taken place.



Both parties should be clear that a repeat of these behaviours will not be acceptable. Parents of both parties should be informed. If the situation does not improve, the Head teacher (or senior leader) should meet with the parent(s) of the child(ren) responsible for the harmful and abusive behaviour and agree clear expectations and boundaries which would be shared with the pupils involved. Sanctions will be issued. These are detailed in the school's behaviour policy. Appendix 1 details how the school will respond to sexual harassment or violence.

### Derogatory language

Derogatory or offensive language is not acceptable. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff, and recorded and monitored on CPOMS. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

### Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions

If the incident was deemed to be a hate incident, then this should be recorded on CPOMS. The hate incident would be reported to Stop Hate UK and any further advice or guidance would come from them if needed. The Headteacher reports all incidents of bullying and/or hate to the governors. If appropriate teachers will then educate learners about the negative impact hate, suppression and lack of tolerance has had on people in the UK and the World.

### A Trauma Informed Approach

At Alwoodley we know that many learners will have barriers to learning, including Social, Emotional, Mental Health (SEMH) needs and may often suffer from insecure attachments or have witnessed or have been subjected to traumatic events.

Trauma occurs when an event is so frightening it causes a prolonged alarm reaction, where the body is primed and pumped with chemicals and enzymes such as adrenaline and does not calm down for a long time. In any person, this creates an altered neurological state. The severity of this depends on a number of factors, including previous experiences of trauma and the availability of support. (Calmer Classrooms, 2007)

Therefore, we understand that if children exhibit harmful and abusive behaviour, this could be a safeguarding concern. Children who have witnessed or have been subjected to traumatic events may misread typical peer-on-peer social situations as a threat to their safety and as a result replay what they saw or heard, when they previously felt scared and unsafe, with their peer. As a result, the perpetrator will also be treated compassionately and fairly.

### Working with Parents & Carers

Parents and carers can be the people to alert the school if their child has been affected by harmful and abusive behaviour. If this is the case, a conversation will take place with the parent or carer to listen to their concerns and then the practices detailed above will begin. In some cases, after speaking to all parties involved, it is deemed that bullying has not taken place. In these incidences the outcome is shared with the parents/carers and the school's definition of bullying is shared with them. However, staff will remain vigilant and make sure that all the children involved know that they can speak to a member of staff if they have any concerns or worries.

### Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of online bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school, and report and respond according to their responsibilities as outlined in this policy

### Remaining Vigilant

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Ratified by Governors: May 2024

Review: Summer term 2026

## Appendix 1

### Responding to reports of sexual harassment or violence (a form of child-on-child abuse)

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure.

Some situations are clear: -

1. A child of primary school age can never consent to any sexual activity
2. The age of consent is 16
3. Sexual intercourse without consent is rape
4. Rape, assault by penetration and sexual assault are defined in law
5. Creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sharing nudes or semi nudes). This includes children making and sharing sexual images and videos of themselves.

The school will not make the decision alone when dealing with sexual violence and sexual harassment. Other agencies such as Children's Services and the Police may need to become involved in some cases.

It is likely that any issues will extend beyond the school environment. This may be continued online and through the use of various social media platforms as well as contact between the victim and alleged perpetrator outside of school.

This is also the case for children using public transport and school transport; the school still has a duty to respond to all incidents we are made aware of even if the child has not reported it directly.

School has a duty to promote the welfare of children and young people. It is essential that children are reassured that they are being taken seriously and will be supported and kept safe.

A victim should never be given the impression they are creating a problem, nor should they be made to feel ashamed for making a report.

#### **Staff will follow these guidelines...**

1. Do not promise confidentiality
2. Inform the victim of the next steps
3. Be supportive and respectful
4. Be non-judgemental, listen to what the child is saying to you
5. No leading questions, use open questions
6. Record the disclosure (devote time to listening to what the child is saying, write notes if it is appropriate)
7. Only record the facts the child presents them
8. No personal opinions
9. Inform the Designated Safeguarding Lead immediately

When the alleged perpetrator is informed of the allegation will be decided by the school and other professionals. The Designated Safeguarding Lead should consider the following: -

1. Parents or carers should normally be informed (unless this would put the victim at greater risk)
2. The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger or has been harmed a referral should be made to children's social care
3. Rape, assault by penetration and sexual assaults are crimes. The starting point is that reports should be passed to the police.

Where there has been a report of sexual violence the Designated Safeguarding Lead and SLT should make an immediate risk assessment factoring: -

1. The victim
2. The alleged perpetrator
3. Other children (and sometimes staff)
4. Lessons where the victim and alleged perpetrator are together
5. Transport

Risk assessments should be recorded (written or electronic), shared with staff and should be kept under regular review.

