

# Federation of Burrington and Wrington Church Schools

## Anti-Bullying and Peer on Peer Abuse Policy

*'Let all that you do be done in love' 1 Corinthians, 16:14*

Written by	Headteacher
Ratified by	Standards Committee
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Signed – Chair of Governors	<i>J Beyer</i>
Signed – Headteacher	<i>S L. Torkey</i>

### ***Our Christian Values:***

***Compassion, Courage, Forgiveness, Friendship, Generosity, Justice, Perseverance, Respect,  
Service, Thankfulness, Trust, Truthfulness***

## The Federation of Burrington and Wrington Church Schools Anti-bullying and Peer on Peer Abuse Policy

**This policy operates within the context of our Church of England federated schools. It contributes to the strategy for safeguarding within the schools federation (see Safeguarding policy).**

### **Our vision:**

Our vision is for our school community to nurture compassion, integrity, curiosity, wisdom and a lifelong love of learning, founded on Christian values, as we grow and flourish together.

### **Introduction**

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

The Federation of Burrington and Wrington Church School recognises the need to provide a safe, purposeful and happy physical *and* emotional environment for its pupils. The federation believes in the welfare of children and promotes their rights to be safe. We believe that children should have the opportunity not only to improve academically but also to grow as confident citizens. We foster an ethos of respect and care for each other and each other's belongings. We aim to work together to make our schools a safe and secure place for all pupils at all times. We want all children to feel safe and happy in school.

*"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem, Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value." [Archbishop of Canterbury, Valuing All God's children, Autumn 2017]*

Although having clear procedures for dealing with bullying incidents is critical, we are dedicated in our efforts to prevent bullying from occurring in the first place and firmly believe in the guidance set out in the documentation provided by the government.

*"Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest." (Preventing and Tackling Bullying, DFE, 2012)*

As such, this 'Anti-bullying and Peer on Peer Abuse Policy' should be read in conjunction with our 'Behaviour for Learning Policy'.

### **The nature of bullying**

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

The whole federation is made aware that there is a collective responsibility for everyone's welfare and for mutual support. We see bullying as an intolerable form of behaviour and aim to involve all staff and pupils in recognising and counteracting any bullying situations.

Central to our behaviour policy is our '**High Five**' for behaviour:



We are **respectful, ready, resilient, safe and kind**.  
Bullying breaks these rules and will not be tolerated.

We also aim to:

- \* ensure incidents of bullying are dealt with quickly and effectively
- \* ensure children are listened to and their concerns taken seriously
- \* provide support for the victim and the bully

### **Definition of bullying**

- It is deliberate, hurtful behaviour;
- It is repeated over a period of time;
- It is difficult for those being bullied to defend themselves;
- The person who bullies has, and exercises power over the victim.
- We use the acronym DRUM: **deliberate, repetitive, unkind, malicious**

Bullying can take a number of forms:

Physical Violence e.g. hitting, kicking  
Emotional e.g. hurting people's feelings, excluding, ignoring  
Verbal (sometimes indirectly) e.g. name calling, threat and coercion, spreading unkind stories about someone,  
Cyber: sending unkind things by text, email, the internet of other social media)  
Racist: calling someone racist names or making racist comments  
Damage to property (e.g. taking lunches, destroying work or interfering with others' belongings)

### **Bullying is not**

Bullying is not inappropriate behaviour. Inappropriate behaviour that is not bullying is dealt with through the positive behaviour for learning policy.

Bullying is not when a child loses their temper and lashes out.

Bullying is not a one off, isolated incident.

The DFEE, in their anti-bullying pack – 'Don't Suffer in Silence', also highlight the fact that if two pupils of equal power or strength have an occasional fight or quarrel then this is not classed as bullying.

### **Identifying Signs of Bullying**

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware that some of the possible signs are:

- \* they are unwilling to go to school
- \* they ask to be taken or driven to school
- \* they are unwilling to go into school or classroom
- \* there is a deterioration in school work
- \* they become withdrawn
- \* they become distressed
- \* they have an erratic attendance
- \* they have nightmares or wet the bed
- \* they have unexplained bruises and/or scratches
- \* they have their clothes or books destroyed regularly
- \* their possessions go missing
- \* they cry easily
- \* they ask for money or begin stealing
- \* they are frightened to say what is wrong
- \* they have a lack of self-esteem
- \* they become disruptive or aggressive
- \* they give improbable excuses to explain any of the above

There could be other reasons for children displaying these symptoms and if a member of staff is concerned about a child's safety and welfare then they should follow the steps as outlined in the Safeguarding Policy and report to the Designated Safeguarding Lead or team.

### **Prevention, Detection and Reduction**

The school has a clear 'Behaviour for Learning Policy' which all members of staff are aware of and follow. There are clear and high expectations of the standard of behaviour and these are modelled by adults around the federation schools. We will not tolerate bullying in any form and address the issue in the following ways:

- through the PHSE curriculum (using the SEAL/Jigsaw scheme) pupils learn what bullying is and what to do if they feel they are being bullied.
- In collective worship as part of our Christian teaching in which we teach the clear message is that bullying is unacceptable and will not be tolerated.
- Through specially organised events e.g. Anti-bullying week activities, Well-being week, Life Bus, Childline biannual visit to the schools
- Through cross curricular links such as E Safety work, Literacy
- By having meaningful activities between different aged children e.g. Reading buddies, Cross phase development teams
- a group of trained Buddies who are on duty each lunchtime to support children
- A worry box for children to make non verbal disclosures if desired
- Learning Mentor support as appropriate
- Key numbers displayed in school giving access to support eg Childline
- Lunchtime clubs and activities to promote happy and constructive play
- Employing strategies such as Circle of Friends as appropriate
- Including anti-bullying advice on the school website
- Produce a child-friendly Anti-Bullying guide
- The federation schools promote confidence, openness and trust to encourage the pupil to let us know if bullying is taking place in the knowledge that it will be dealt with effectively. STOP (Start Telling Other People) is encouraged.

### **Procedure**

Teacher discretion should verify the severity of the incident, the response and the sanctions that will be implemented. Where appropriate the incident should be reported to the Headteacher who will assess the situation and decide on an appropriate course of action.

Everyone in the school should be aware of the indications of potential bullying and should act in response to these.

All staff should ensure that bullying or threatening behaviour is not tolerated in school.

All staff should respond to bullying in the first instance by:

- \* listening to the victim
- \* reassuring the victim
- \* continuing to offer help, advice and support to the victim.

In responding to incidents of bullying all staff should take action when bullying is reported by:

- \* listening to all parties involved using a solution focussed approach
- \* investigating as fully as possible
- \* taking action as quickly as possible
- \* considering whether action should be public or private
- \* making it clear to the bully that such behaviour is not acceptable
- \* establishing whether or not the incident is part of a pattern
- \* encouraging the bully to see the victim's point of view
- \* explaining why a punishment (if any) is given
- \* sharing information with other members of staff
- \* informing parents if appropriate
- \* keeping a record of all cases using the Anti-bullying Monitoring Tool sheet
- \* attempting to help the bully change his/her behaviour

### **Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "being a joke".

All peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour for learning policy, but this anti-bullying policy linked to our safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- An adult must record the allegation and tell the Designated Safeguarding Lead (DSL), but do not investigate it
- The DSL may contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL may put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL may contact the children and adolescent mental health services (CAMHS), if appropriate.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by frequently discussing and modelling how adults will listen to pupils’ concerns
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### **Sexting**

*This is a suggested approach based on guidance from the UK Council for Child Internet Safety for all staff and for DSLs and senior leaders.*

If a member of the school team is made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must:

- **NOT** View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- **NOT** Delete the imagery or ask the pupil to delete it
- **NOT** Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- **NOT** Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- **NOT** Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

#### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review. This may involve holding interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

#### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

#### **Referring to the police**

If it is necessary to refer an incident to the police, this may be done through a police community support officer, local neighbourhood police or dialling 101.

#### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded.

#### **Curriculum coverage**

Pupils in Year 6 are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. This is often led by Police Community Support Officers and can include the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality

- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting may also be shared with pupils so they are aware of the processes the school will follow in the event of an incident.

### **Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

### **Pupils**

#### **Pupils who have been bullied may be supported by:**

- Offering an opportunity to discuss the experience with their class teacher or other trusted adult
- Reassuring the pupil
- Offering support
- Restoring self-esteem and confidence

#### **Pupils who have bullied may be helped by:**

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Informing parents or guardians to help change the attitude of the pupil.

### **Procedures for dealing with a complaint made by a parent with regard to bullying**

Where a complaint is received, the school will follow the following guidelines:

- Parents will be invited to discuss the matter with a member of the senior leadership team, Learning Mentor and/or Class teacher
- A record is kept of the interview and the nature of the complaint

- A record of action already taken by the school will be shared with parents/carers
- Further action to be taken is agreed with parents (and the child) and is recorded
- A date for a further contact with parents is made. A future meeting takes place to monitor the situation

### **Sanctions**

A number of sanctions are available as a deterrent for bullying. These include:

- Loss of playtime and/or lunchtime for reflection / repair/ and restorative action
- Amendments to how social time is used
- Actions that repair impact of behaviour
- Completion of a reflection activity
- Parental meeting
- Time out of class in order to reflect / repair / restorative action

Persistent or severe cases can lead to fixed term exclusion being applied. The parents of the child carrying out bullying would be made aware of the seriousness of this risk if incidents continued.

### **Monitoring and evaluation**

Allegations of bullying will be noted using the Anti-bullying Tool sheet which is kept in a file in the Head's office. The PSHE coordinator and Headteacher/Deputy are responsible for checking the entries and following up on them. Cases of bullying are reported to the Governors through the Head's report and the Safeguarding Governor. We include questions related to bullying in the annual parent questionnaire.

The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed.

### **Review**

This policy has been produced in consultation with staff, governors, parents and a sample of children. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

A child-friendly version is available.

March 2019