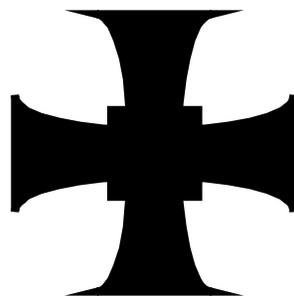


TRINITY SCHOOL CARLISLE



A CHURCH OF ENGLAND ACADEMY

ANTI-BULLYING (PEER ON PEER ABUSE) POLICY

Pastoral Committee

Reviewed: May 2021

Approved by the Pastoral Committee: June 2021

Ratified by the full Governing Body: July 2021

Next review: May 2023

At the time of printing in June 2021 the following roles were held:

Designated Safeguarding Lead: Mr Paul Charnock, Assistant Headteacher

Cover for Designated Safeguarding Lead: Mrs Tracy Studholme

Designated Teacher for Looked After & Previously Looked After Children (required where there are 'children looked after' on the School roll): Mrs Jemma Leech

Governor with Safeguarding responsibility: Mrs S Aglionby

Why an anti-bullying, peer on peer abuse policy is necessary

As a Church of England Academy we are committed to promoting a Christian ethos. Every person deserves to be treated with respect in every situation. We actively encourage everyone to treat others as they would like to be treated themselves. All students have a right to learn in a supportive, safe and caring environment without fear of being bullied.

Bullying/peer on peer abuse is a form of social cruelty; it can affect everyone, not just the bullies and victims. It affects students who watch passively and other students can be drawn into it by peer pressure. Bullying is not an inevitable part of school life, and it rarely becomes resolved without intervention from staff. No-one should have to accept being bullied.

Bullying and/or peer on peer abuse left unaddressed, can have a devastating effect on individuals and their families. It can be a barrier to their learning and have serious consequences for their mental health. Peer on peer abuse which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling abuse, we can help to create a safe, disciplined environment where our students are able to learn and fulfil their potential.

There is no clear boundary between incidents that should be regarded as abusive and those that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as 'abuse'. Bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- there is a significant difference in power (e.g. age, size, ability, development etc.) between the young people concerned;
- the perpetrator has repeatedly tried to harm one or more other children;
- there are concerns about the intention of the alleged young person

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Aims and Objectives

We aim and work to be a school without bullying. We wish to make it clear to parents, students and staff that we have effective prevention measures in place to tackle bullying, peer on peer abuse including sexual abuse and sexual harassment and all other forms of peer on peer abuse. Our approach to sexual violence and sexual harassment is reflected and is part of our wider approach to safeguarding.

If an incident arises, we will deal with it robustly, quickly and appropriately. We will not tolerate any form of bullying or peer on peer abuse within our school or by association.

AIMS

The overriding aim is for teachers, parents/carers and students to work together to:

- produce an atmosphere in school in which bullying is regarded by everyone as totally unacceptable.

- resolve bullying issues effectively, by supporting the victims and seeking to change the attitudes of the bullies.

Keeping Children Safe in Education 2019 states that ‘Governing bodies and proprietors should ensure that School procedures include strategies to minimise the risk of bullying and peer on peer abuse. This policy aims to provide such information, as well as detailing how allegations will be dealt with along with clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported.

Whilst bullying/peer on peer abuse is dealt with as part of the School Child Protection Policy and procedures, due to the sensitive nature and specific issues involved with bullying and peer on peer abuse, this Policy has been formulated and is designed to be read in conjunction with the overarching principles of the school’s Child Protection Policy and procedures.

The aim of this Policy is therefore to ensure that any form of peer on peer abuse or harmful behaviour is dealt with immediately and consistently. Consequently, when allegations are made and appropriate responses put in place, this will reduce the extent of harm to those involved and minimise the potential impact on emotional and mental health and well-being.

OBJECTIVES

The aims of the policy are dependent upon the following objectives being fulfilled:

- all members of the school community knowing what we mean by bullying & peer on peer abuse.
- raising the awareness of students and parents/carers, regarding the serious consequences of bullying & peer on peer abuse.
- taking all opportunities to raise the self-esteem of students, to avoid their becoming bullies or the victims of bullies.
- encouraging parents/carers and students to report bullying/peer on peer abuse to the staff.
- agreed procedures and strategies being followed when incidents of bullying/peer on peer abuse are reported.
- counselling victims of bullying/peer on peer abuse and providing them with access to appropriate medical/psychological treatment.
- Identifying bullies and sanctioning them accordingly, encouraging them to change their attitudes and offering appropriate counselling.

What is bullying (peer on peer abuse)?

Bullying/Peer on peer abuse is behaviour by an individual or group of individuals which can be a one-off incident or repeated over time. Peer on peer abuse is behaviour that intentionally hurts another individual or group either physically or emotionally. All bullying/peer on peer abuse is unacceptable and will be taken seriously.

Bullying/Peer on peer abuse can take many forms including serious bullying (including cyberbullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, financial abuse, harmful sexual behaviour and/or gender-based violence and is often motivated by prejudice against particular groups steered by a dislike for a person’s:

- race;
- religion;
- gender;
- sexual orientation;
- special educational needs or disabilities;

or where a child:

- is adopted or in care;
- has caring responsibilities;
- is suffering from a health problem;
- is frequently on the move (e.g. those from military families or the travelling community)
- is experiencing a personal or family crisis
- has actual or perceived differences, (e.g. physical or cultural differences)

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. Abusive behaviour can happen to students in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

There may be reports where the alleged incident is between two students from the same or different schools but is alleged to have taken place away from the school premises. The safeguarding principles, and our duty to safeguard and promote the welfare of our students remain the same regardless of where the incident took place and regardless of whether the incident was online or offline.

Abuse is abuse and will never be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence. We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

Preventing violence and ensuring immediate physical safety is our first priority but we also acknowledge that emotional abuse can be just as damaging if not more so than physical violence. We recognise that abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of abuse having control over the relationship which makes it difficult for the victim 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.

We also acknowledge that low level disruption and the use of offensive language can 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.

Contextual Safeguarding

Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to bullying/peer on peer abuse therefore needs to consider the range of possible types of bullying/peer on peer abuse set out above and capture the full context of children's experiences. This can be done by adopting a 'contextual safeguarding' approach and by ensuring that our response to incidents of bullying/peer on peer abuse takes into account any potential complexity.

This Policy and procedures encapsulate a contextual safeguarding approach, which:

- is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;

- recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- considers interventions to change the systems or social conditions of the environments in which abuse has occurred.

TYPES OF BULLYING/ABUSE

There are many forms of abuse that can occur between peers and the following list is not exhaustive:

Physical abuse

Physical abuse may include hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action to take or sanctions to introduce.

Bullying – physical, name calling, homophobic etc.

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Young people who bully and those who are bullied can have long-term problems.

To be considered as bullying, the behaviour must be aggressive and include:

- an imbalance of power: young people who bully use their power, such as physical strength, access to embarrassing information, or popularity to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- repetition: bullying behaviours happen more than once or have the potential to happen more than once.

Details of our anti-bullying strategies and procedures can be found in our Whole School Behaviour Policy and procedures.

Cyberbullying

The rapid development of, and widespread access to, technology has provided a medium for cyberbullying, 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. Cyberbullying involves the use of mobile devices, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Instagram, Twitter etc. to harass, threaten or intimidate someone for the same reasons outlined above.

Cyberbullying can fall into criminal behaviour under the Malicious Communications Act 1988 (Section 1) which states that a person who sends electronic communications which are “indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim” would be deemed to have committed an offence. The Communications Act 2003 (Section 127) further supports this and states that a person is guilty of an offence if he/she sends by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character or if for the purpose of causing annoyance, inconvenience or needless anxiety to another he/she sends a message by means of a public electronic communications network knowing that the message is false.

If the behaviour involves the taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no option but to involve the Police to investigate these allegations.

Bullying which occurs outside the school premises

We will follow the procedures outlined in the Whole School Behaviour Policy and our disciplinary powers to address the conduct of students when they are not on school premises and are not under the lawful control or charge of a member of school staff. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, off site during lunchtimes, during the evening at weekends or during the school holidays.

Where abuse outside of school is reported to the school, we will investigate and take appropriate action. We will also consider whether it is appropriate to notify the Police if we believe an offence has taken place.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics' or 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. Once the image is taken and sent, the sender has lost control of the image and the image could end up anywhere. By having in their possession or distributing to others indecent images of a person under 18, many young people are not aware that they could be committing a criminal offence under the Sexual Offences Act 2003.

Any direct disclosure by a student (male or female) will be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves. When an incident involving sexting comes to a school's attention we will follow the guidance as set out in the UKCCIS publication Sexting in Schools and Colleges: Responding to incidents and safeguarding young people.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a school or sports team etc. Hazing can also be used as initiation into a street or other 'gang'. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older or established members of the organisation or 'gang', because they have all experienced this as part of a 'rite of passage'. Many rituals involve humiliation, embarrassment, abuse and harassment.

Prejudiced bullying/behaviour

The term prejudiced-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices related to disabilities and special educational needs, ethnic, cultural and religious

backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual and/or emotional abuse perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. Abuse can occur online and offline and is never acceptable.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. We recognise the importance of distinguishing between problematic and abusive sexual behaviour.

A model continuum to demonstrate the range of sexual behaviours presented by children can be used when seeking to understand a student's sexual behaviour and deciding how to respond to it. This 'Brooks Sexual Behaviours' model is attached (Appendix B).

In relation to any reports or disclosures of sexual violence and sexual harassment between children we will:

- make it clear that sexual violence and sexual harassment is never acceptable, will never be tolerated and is not an inevitable part of growing up;
- challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and other private areas of the body.

Ultimately any decisions on how to proceed with an allegation of sexual violence and sexual harassment will be made on a case by case basis with the School DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the Police as required.

Some situations, however, are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law; and
- creating and sharing sexual photos and videos of under-18s is illegal (see para 3.5 – Sexting). This includes children making and sharing sexual images and videos of themselves.

MANAGING A DISCLOSURE

Our initial response to a disclosure from a child is that the disclosure will be taken seriously. All our staff know how to refer bullying/peer on peers abuse matters (via the secure Classcharts 'Safeguard my School' icon) which is a vital part of gathering critical information from a child relating to their disclosure.

- The member of staff to whom the disclosure is made will reassure the child that they will be supported throughout and kept safe.

- Staff will never assume that someone else is dealing with the alleged incident. If in doubt, they will speak to the Designated Safeguarding Lead (DSL) or Deputy.
- Details of the disclosure will be passed to the DSL or Deputy immediately or as soon as practically possible in the form of a written record.
- The DSL or Deputy will manage the concern from the member of staff, child or parent.
- The DSL or Deputy will follow our Child Protection procedures which will ensure we are able to gather as much information and context relating to the disclosure as possible. Where necessary, advice will be sought from the Safeguarding Hub who will advise on how to proceed with the concern.
- Other agencies such as Police and Social Care will be notified and become involved if appropriate.

Gathering the facts

It is important to gather a broad view of the facts at an early stage.

- Wherever possible, manage the disclosure and subsequent interviews of those involved with two members of staff present (preferably one being the DSL or deputy DSL).
- All those involved in the alleged incident should be spoken to individually and separately.
- Gain a statement of facts from those involved using **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the children to tell you in their own words what happened.
- Only interrupt the child to gain clarity with open questions – where, when, why, who. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene? etc.)
- Staff will not promise confidentiality at the initial stage and will inform those involved who the report will be passed on to.
- A written record will be made immediately by the person to whom the disclosure is made and passed to the DSL or Deputy for action.

Considering confidentiality and anonymity

Staff will never promise confidentiality as it is likely that it will be in the best interests of the victim to seek advice and guidance from others to provide support and engage appropriate agencies.

We will only engage staff and other agencies who are required to support the children involved or will be involved in any investigation.

If the victim asks staff in School not to tell anyone about the sexual violence or sexual harassment, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children. In this event, the DSL will consider the following:

- parents should normally be informed (unless this would put the victim at greater risk);
- 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 via the Safeguarding Hub;
- rape, assault by penetration and sexual assaults are crimes. The starting point is that reports should be passed to the Police.

Ultimately, it is for the DSL (or deputy) to balance the victim's wishes against their duty to protect the victim and other children. If the decision is taken to go ahead and report the incident, the reasons should be explained to the victim and appropriate specialist support offered.

Additional information on confidentiality and information sharing is available from DfE advice '[Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)' and '[NSPCC: Information sharing and confidentiality for practitioners](#)'. We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment and will carefully consider which staff should know about the report and any support that will be in place for the children involved.

Full consideration will also be given to the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities and the support which may be required by the victim and his/her family should this situation arise.

RESPONSE TO THE DISCLOSURE

It is essential that all concerns/allegations of bullying/peer-on-peer abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

Any response will:

- include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate);
- treat all children involved as being at potential risk – whilst the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and at risk of harm themselves. We will ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse and the child who has allegedly been responsible for it.

We will take into account:

- that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address any wider contexts such as the child/children's peer group (both within and outside the school); family; the school environment; the experiences of crime and victimisation in the local community; and the child/children's online presence;
- the changes that may need to be made to the above contexts to address the child/children's needs and to mitigate risk;
- the views of the child/children affected. Unless it is considered unsafe to do so, the DSL or Deputy should discuss the proposed action with all those involved and their parents and obtain consent to any referral before it is made, unless informing the parent will put the child at risk of harm. Any decision not to inform the parents will generally be made in conjunction with other services such as children's social care and/or the Police, who would take the lead in deciding when the parents should be informed.
- the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

If a student is in immediate danger, or at risk of significant harm, a referral to the Safeguarding Hub (if the student is aged under 18) and/or the Police will be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

If a member of staff believes for whatever reason that child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL or Deputy without delay so that a course of action can be agreed.

Internal Management

Where behaviour between peers is abusive or violent, the incident will be dealt with using methods set out within this policy. However, where support from local agencies is not available or the incident is considered to be inappropriate or problematic, the school may need to handle allegations/concerns internally. It may be appropriate to handle the incident using the whole school behaviour policy and procedures which includes procedures to be followed in the case of bullying. All concerns, discussions, decisions and reasons for the decisions will be recorded either in writing or electronically. The services of external specialists may be required to support the process.

Early Help Assessment

Where appropriate and necessary, we may undertake or contribute to an inter-agency early help assessment with targeted early help services provided to address the assessed needs of a child/children and their family.

Referral to the Safeguarding Hub

Where a decision is made to make a referral to the Safeguarding Hub (either Section 17 or Section 47), and a strategy meeting is convened, then we will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it.

Reporting to the Police

Alleged criminal behaviour will ordinarily be reported to the Police. There are, however, some circumstances where it may not be appropriate to report such behaviour to the Police e.g. where the existence of youth produced sexual imagery does not involve any aggravating factors. All concerns/allegations will be assessed on a case by case basis and considering the wider context.

INDIVIDUAL RISK AND NEEDS ASSESSMENT

Where there is an incident of peer on peer abuse, we will undertake a robust risk and needs assessment in respect of each child affected by the abuse including the alleged perpetrator. The risk assessment will:

- assess and address the nature and level of risks that are posed and/or faced by the child;
- engage the child's parents and draw upon local services and agencies to ensure that the child's needs are met in the long-term (unless informing the parent will put the child at risk of harm);
- consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child involved; and
- be reviewed at regular intervals in the light of the child's on-going needs to ensure that progress is being made which benefits the child.

If at any stage the child's needs escalate, the DSL or Deputy should contact the Safeguarding Hub to determine the appropriate course of action.

SAFEGUARDING AND SUPPORTING THE VICTIM

The following principles are based on effective safeguarding practice and will help our decision-making process regarding safeguarding and supporting the victim. We will:

- consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse;
- consider the needs and wishes of the victim. The victim will be listened to and acknowledged. It is important they feel in as much control of the process as is possible. Where a student feels able to deal with the incident on their own or with support of family and friends, the students will continue to be monitored and offered support should they require it in the future;
- ensure that the victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report;
- consider interventions that target a whole class or year group e.g. work on cyberbullying/relationship abuse etc.;
- support the child in improving peer group relationships where bullying is a factor in the abuse and consider restorative justice work with all those concerned;
- ensure that sensitive issues are explored through the use of the PDV curriculum (PSHE and Sex and Relationships Education).

SAFEGUARDING AND SUPPORTING THE ALLEGED PERPETRATOR

The following principles are based on effective safeguarding practice and will support our decision-making process regarding safeguarding and supporting the alleged perpetrator. In relation to this we will consider:

- how we will continue to provide the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions. If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site. Even following the conclusion of any investigation, the behaviour that the student has displayed may continue to pose a risk to others in which case, an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all the agencies involved including the student and their parents.
- the age and developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of them being the subject of allegations and/or negative reactions by their peers to the allegations made against them.
- the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviour in young children may be a symptom of either their own abuse or exposure to abusive practices or materials.

Advice will be sought, as appropriate, from the Safeguarding Hub, the Police and any other agencies or specialist services in order to commission the right support for the child/children concerned.

SANCTIONS

Before deciding on appropriate action, we will always consider our duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the bullying/peer on peer abuse and the causes of it.

Sanctions may include additional supervision of the student or protective strategies if the student feels at risk of engaging in further inappropriate or harmful behaviour.

The school response might include a sanction (in accordance with the Whole School Behaviour Policy and procedures) such as a detention, SLT supervision or a fixed-term exclusion to allow the student to reflect on their behaviour.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this Policy may still be required.

A permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of other children in the school or, where the Headteacher, in their absolute discretion, considered the actions of the student(s) has damaged the school's ethos or reputation. Disciplinary interventions alone are rarely able to solve issues of bullying/peer on peer abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forward.

Procedures recommended to students and parents/carers

STUDENTS – WHAT YOU SHOULD DO IF YOU ARE BULLIED

- Try not to show that you are upset; bullies thrive on people's fear.
- Stay with a group of friends and do not allow yourself to be cornered in an area where you are on your own.
- Do not hit the bully; you might end up being accused of bullying yourself.
- Be assertive. Tell the bully you do not like what they are doing and ask them to stop. Tell the bully that you are not going to do whatever they ask you to do / do not accept what they say, and walk confidently away.
- Tell yourself that it is not your fault and that it is the bullies who need to change, not you.

WHAT YOU SHOULD DO AFTER YOU HAVE BEEN BULLIED

- Go straight to the nearest member of staff and tell them what has happened. Keeping things secret is the bullies' greatest weapon against you; that is why they go to so much trouble to try to stop you telling.
- If it has happened outside school on the way home, tell your parents/carers and ask them to notify the school. This can be done verbally, or by using the School 'IB2' (Appendix A) referral form, which can be found on the School website.
- Write down everything the bullies have done or said to you, and try to write down how you feel. Discuss what you have written with the adult to whom you have reported the bullying and with your Form Tutor.
- Be accurate about what has happened. If a small part of what you are saying is shown to be untrue, then it casts a doubt over everything else you have said.
- If the bullying does not stop, or starts again then tell your Head of Year/Year Tutor.

WHAT YOU SHOULD DO IF YOU WITNESS SOMEONE BEING BULLIED

- Challenge the bully and tell them to stop what they are doing. If you stand by and do nothing, it looks as if you are on the side of the bully and makes the victim feel as if they are on their own.
- Do not fight the bully.
- Do not laugh when someone is being bullied.
- Do not be, or pretend to be, friends with a bully when they are behaving badly.
- Include the bullied student in your group and take that person with you to a safer place.

- If you are too frightened to get involved, find an adult quickly and tell them immediately.

WHAT YOU SHOULD DO AFTER SOMEONE ELSE HAS BEEN BULLIED

- Tell the nearest member of staff what has happened. Alternatively, this can also be referred by using the 'IB2' referral form (Appendix A).
- Try to make the student feel better about themselves by reassuring them that they have done nothing wrong and that it is the bully's fault.
- Listen to what the student has to say?
- Encourage the student to join in with your group of friends.

WHAT YOU SHOULD DO AS A PARENT/CARER IF YOUR CHILD HAS BEEN BULLIED

- Stay calm and talk to your child about what has happened.
- Make a note of what happened, the names/descriptions of the bullies and the place and time the bullying occurred.
- Inform the school. If we don't know about the bullying we cannot stop it. Inform your son/daughter's Form Tutor of any small incidents. Inform your son/daughter's Head of Year/Year Tutor of any serious or repeated incidents. You may wish to do this by using the 'IB2' referral form (Appendix A).
- Advise your child what to do if they are bullied again (see above). Under no circumstances should they attempt to fight the bully or pay them off.
- Encourage your child to report any further incidents to teachers and to yourself.
- Look for unusual behaviour in your children. For example, they may become uncharacteristically aggressive, they may suddenly stop completing homework to their normal standard, and they may claim to be unwell more frequently and may be reluctant to attend school.
- Contact the school again if the problem is not resolved.
- Remember, if a bully gets away with bullying your child he/she will probably come back or bully others. You help all the children, even the bully, by reporting the bullying.

WHAT YOU SHOULD DO AS A PARENT IF YOUR CHILD IS BULLYING OTHER CHILDREN

- Ask them why they are bullying other children, and if someone else is bullying them.
- Tell them that bullying, on any level, is unacceptable. Discourage them from bullying anyone in future.
- Advise them how to resolve disputes amicably in school, with the help of staff.
- Inform your child's Head of Year about the conversations you have had with your son/daughter, so that we can take account of your intervention in following up any reports of bullying by your child.

WHAT WE DO AS A SCHOOL TO PREVENT BULLYING/PEER ON PEER ABUSE

WHOLE SCHOOL APPROACH TO PREVENTION

All staff actively promotes the school's Christian ethos, encouraging students to treat other students as they would like to be treated, but our response to bullying/peer on peer abuse will not begin at the point at which a child has been abused. We will proactively gather intelligence about issues between students which might provoke conflict. This might involve talking to students about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their students, depending on the particular issues they need to address. We have created an ethos of good behaviour where students treat one

another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other students, 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 students who set a good example to other students. We will:

- involve parents to ensure they are clear that the school does not tolerate any form of bullying/peer on- peer abuse. We will make parents aware of the procedures to follow if they believe that their child is being abused by their peer or peers. We want parents to feel confident that our school will take any complaint about bullying seriously and resolve the issue in a way that protects the child. We will expect parents to reinforce the value of good behaviour at home;
- involve students. All students understand the school's approach and are clear about the part they can play to prevent peer on peer abuse, including when they find themselves as bystanders;
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' agreements for computers and consideration of what can still be improved;
- consider how (if at all) our physical environment contributed to the abuse, and how this can be addressed going forward, for example by improving the school's safety, security and supervision;
- ensure that any lessons learnt are acted upon swiftly – were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other children in the school;
- implement disciplinary sanctions. The consequences of bullying/peer on peer abuse will reflect the seriousness of the incident so that others see that abuse is unacceptable, will not be tolerated and will be sanctioned;
- openly discuss differences between people that could motivate abuse, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. We will also include children with different family situations, such as looked after children or those with caring responsibilities. We teach children that using any prejudice-based language is unacceptable;
- provide effective staff training on how to deal with bullying/peer on peer abuse. All school staff (paid and unpaid) understand the principles and purpose of the school's Policy and procedures, how to resolve and respond to problems, and where and when to seek support from others in the school;
- make it easy for students to report bullying of any description so that they are assured that they will be listened to and that incidents will be acted on. Students should feel that they can report abuse which may have occurred outside school including cyber-bullying;
- create an inclusive environment where students can openly discuss their experiences of bullying/peer on peer abuse, without fear of further abuse or discrimination;
- recognise that some children with special educational needs or disabilities may lack the social or communication skills to report peer on peer abuse incidents and we ensure our training builds in regular awareness of this; frequently address the impact of abuse within the school and what constitutes appropriate, safe and acceptable behaviour with our children and staff.
- in all teaching rooms, Pastoral venues and public areas, anti-bullying posters are displayed/projected, encouraging students to report any instances of bullying to members of staff.
- Throughout the year, staff reinforce the school's anti-bullying(peer on peer abuse) policy in Personal Development activities, curriculum activity and during assemblies.

- Participation in initiatives and local/national events which can provide a means of engaging in the subject is also encouraged. These could include Anti-Bullying week, Black History Month, International Women's day, Holocaust Memorial Day, LGBT History Month.
- We endeavour to ensure that lessons begin on time and that students are not left unattended in the corridors.
- We look out for signs that any student is not happy, particularly those who have been bullied in the past.

WHAT WE DO TO MONITOR THE EFFECTIVENESS OF THE WAY THE ANTI-BULLYING POLICY IS IMPLEMENTED

- On an on-going basis, we monitor the effectiveness of the policy through minuted discussions at Year Team meetings, Pastoral Leaders meetings, Year and School Council meetings, Sixth Form Council meetings and Senior Leadership Team meetings. Bullying statistics are also routinely discussed with school Governors on an annual basis.
- Students are asked about the prevalence of bullying through surveys.

REFERENCES

The following documents were used in the creation of this Policy and procedures and should be read in conjunction with this Policy.

- Keeping Children Safe in Education – January 2021
- Sexual Violence and sexual harassment between children in schools and colleges – May 2018 (DfE)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers – July 2018 (HM Government)
- Working together to Safeguard Children – July 2018 (HM Government)

Student Report Form (IB2)

Identity Based Incident Student Report Form

If you have been called names, pushed past, spat at, insulted, bullied, laughed at, not included or physically hurt because of: your disability, sex, sexual orientation, religion, gender identity, ethnicity or because you are pregnant or just had a baby, please complete this form and **(once complete hand the form to Main Reception)** to get support and stop it happening again.

What is your name and class?

What happened to you?

When did it happen?

Where did it happen?

What do you want the school to do?

Today's Date



SEXUAL BEHAVIOURS

This 'Traffic Light Tool' forms part of a resource designed to help professionals who work with children and young people to identify,

A guide to identifying

assess and respond appropriately to sexual behaviours.

protect children and young people with a unified approach. The normative list aims to increase understanding of **behaviours**

By identifying sexual behaviours as **GREEN, AMBER** or **RED**, professionals across different agencies can work to the same criteria when **TRAFFIC LIGHT TOOL sexual** making decisions and healthy sexual development and distinguish it from harmful behaviour.

This tool must be used within the context of the guidance provided at www.brook.org.uk/traffic-lights and should not be used in isolation.

What is a Green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

Expressing sexuality through sexual behaviour is natural, healthy and a part of growing up.

Green behaviours provide an opportunity to positively reinforce appropriate behaviour, and to provide further information and support.

What is an Amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy development. They may be:

- unusual for that particular child or young person
- of potential concern due to age or developmental differences
- of potential concern due to activity type, frequency, duration or the context in which they occur

Amber behaviours signal the need to take notice and gather information to consider appropriate action.

Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.

What is a Red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading, or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration, or the context in which they occur

Red behaviours indicate a need for immediate intervention and action, though it is important to consider actions carefully.

Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.

Green behaviours

Amber behaviours

Red behaviours

Age 0 – 5

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

- preoccupation with adult sexual behaviour
- pulling other children's pants down/ skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Age 5 – 9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Age 9 – 13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same or opposite gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Age 13 – 17

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica /pornography
- use of internet /e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and /or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age
- sexual activity with someone in authority and in a position of power
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

23/10/12 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. Information and knowledge is constantly changing and users are strongly advised to check for updates at www.brook.org.uk/traffic-lights on a regular basis. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains. Registered Charity Number in England and Wales 1140431. Registered Charity Number in Scotland SC042132. Limited Company Registered in England and Wales Number 7458731.

