

# Anti-Bullying and Peer on Peer Abuse Policy

## Oak CE VC Primary School



**Love, Respect, Endeavour, Joy**

**Approved by:**

Governors

**Date:** Sept 2021

**Last reviewed on:**

September 2021

**Next review due by:**

September 2022

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2018 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

### **Rationale**

- We recognise the need to ensure that all children in our school do not become bullies or victims of any form of Peer on Peer abuse.
- It is the school's duty to safeguard and promote the welfare of all pupils in our care. (Education Act 2002).
- We endeavour to prevent all forms of peer on peer abuse (including bullying, sexual harassment or sexual violence) and to always deal with incidents if they occur. (Education and Inspections Act 2006).
- We accept our duty to protect pupils, parents and staff in accordance with the Equality Act 2010.
- The policy has been adopted with the involvement of the whole school community

### **Aims and Objectives**

We are committed to developing an anti-bullying culture where the bullying and Peer on Peer abuse of adults, pupils or young people is not tolerated in any form.

- To establish what we will do to prevent and tackle all forms of peer on peer abuse including (including bullying, sexual harassment or sexual violence) to ensure we provide a learning environment free from threat or fear, which is conducive to the achievement of individual aspirations
- To reduce and eradicate instances in which pupils are made to feel frightened, excluded or unhappy
- To reduce and eradicate instances in which pupils are subject to any form of peer on peer abuse (including bullying, sexual harassment or sexual violence)
- To respond promptly and effectively to all instances of peer on peer abuse (including bullying, sexual harassment or sexual violence)
- To provide support to pupils, as well as parents of pupils, who have been victims of peer on peer abuse (including bullying, sexual harassment or sexual violence)
- To provide support for pupils as well as parents of pupils who are accused of peer on peer abuse (including bullying, sexual harassment or sexual violence) who may be experiencing problems of their own
- To ensure that all pupils and staff are aware of the policy and procedures are followed consistently across school
- To meet any legal obligations which rest with school

## **Links to legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Education Act 2002
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014 (if appropriate)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## **Responsibilities**

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their pupils and work in partnership with the school.
- Pupils to abide by the policy.

## **Definition of Peer on Peer Abuse**

Peer on peer abuse (including bullying, sexual harassment or sexual violence) involves dominance of one person by another, or group of others. It is pre-meditated and usually forms a pattern of behaviour.

DCSF, 2007 defines bullying as '*Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.*'

KSIE document 2021 defines peer on peer abuse

*'to most likely to include, but may not be limited to:*

- *bullying (including cyberbullying, prejudice-based and discriminatory bullying);*
- *abuse in intimate personal relationships between peers;*
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);*

- *sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);*
- *sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;*
- *causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;*
- *consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);*
- *upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and*
- *initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). '*

Most children will, at some stage, hurt or say something hurtful or unkind to another pupil or adult. It is not helpful to label one off incidents as bullying.

At Oak Primary we believe that bullying or peer on peer abuse is:

- Repetitive – incidents occur over a period of time
- Deliberate - intentional harming of one person or group by another person or group,
- Dominant - where the relationship involves an imbalance of power, the bully gaining some sort of power over the victim.
- Sexually inappropriate –where language or actions are used towards others, in a manner which can make the victim feel intimidated, exploited or threatened. This includes on-line, physical and verbal behaviours.
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Homophobic	Focussing on the issue of sexuality
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Some forms of peer on peer abuse are attacks not only on the individual, but also on the group which they may belong to. They can be linked to:

- Appearance
- Health
- Family and home circumstances
- Social class
- Race, religion, culture
- Special Educational Needs and Disabilities
- Homophobia, sexual orientation
- Gender

It is important to note that all bullying is aggression, either physical, verbal or psychological, although not all aggression is bullying. It is a basic entitlement of all pupils, irrespective of gender, ability, disability, race, religion or belief, to receive their education free from humiliation, oppression and abuse. If persistent unacceptable behaviour is displayed towards others school take this very seriously.

### **Signs of Peer on Peer Abuse**

A student may indicate by signs of behaviour that they are being bullied. All adults should be aware of these possible signs and that they should investigate if a child in school is displaying them.

Signs can include

- Frightened of walking to/from school
- Avoidance of specific areas around school such as: toilets, dinner hall, specific places in the playground/corridor and cloakroom areas.
- Unwillingness to come to school
- Withdrawn, anxious or lacking behaviours
- Other noticeable changes to character.
- Behaviour becomes more sexualised or anxious when changing for PE etc.

### **Preventing Peer on Peer Abuse**

- Through the ethos of our school, our responses to each other (pupils and staff), PSHCE, School Assemblies and Collective Worship, we strive to develop:
  - An understanding of the difference between right and wrong
  - Respect for all adults in school including Support Staff & Lunchtime Supervisors
  - Respect for each other and property
  - A concern for how our actions may affect others
  - Moral behaviour
  - Quality of relationships in school
  - Pupils' ability to work and play successfully
- Oak Primary School's 'behaviour' Policy explains how we provide a secure and caring community where everyone can learn their own self-worth in an atmosphere of tolerance,

mutual respect and co-operation as well as take responsibility for the social and emotional well being of others and how behavior can affect this.

- Our curriculum at Oak Primary promotes appropriate social and learning behaviours. As a Voice 21 school we value every voice and encourage respectful and positive interactions. Through our PSHE and RSE curriculum we aim to raise awareness, sensitively and stage appropriately, of Peer on Peer abuse. Children will access appropriate materials where they will be supported to explore and learn as they progress through school. Our curriculum aims to prepare our children for successful adulthood, incorporating positive, safe and respectful relationships.
- At Oak Primary we use the Emotion Coaching model to explore and support positive relationships and behaviours. Through this, an understanding of responses and reactions and how they can be managed helps to create an environment where bullying and peer on peer abuse is not tolerated.
- Pupils are encouraged to talk to any member of staff in school if someone has been unkind or hurtful towards them.
- Posters around school will tell pupils what to do if they are bullied or see others being bullied. Information about confidential help from 'Childline' will also be displayed.
- We will regularly ask pupils if they feel safe in school and respond to their feedback.
- In line with Ofsted research, we assume that sexual harassment and online sexual abuse can happen in our setting, even when there are no specific reports. For this reason, we have implemented a whole-school approach to address this, including:
  - a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online.
  - high-quality training for teachers delivering RSHE
  - routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
  - a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
  - support for designated safeguarding leads (DSLs)
  - training to ensure that all staff (and governors, where relevant) are able to:
    - better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
    - identify early signs of peer-on-peer sexual abuse
    - consistently uphold standards in their responses to sexual harassment and online sexual abuse
- All staff are aware of policy and procedures for dealing with any forms of peer on peer abuse in school. They will receive reminders on spotting the signs of any peer on peer abuse, including update to changes in Keeping Children Safe in Education (KSIE).

## **Responding to Bullying and Peer on Peer abuse**

We seek to ensure that the victims of bullying are confident of support, whilst perpetrators are helped and advised about the error of their ways. This is done on a case by case basis. It is a two way process. School's response will be proportionate, considered and supportive.

We will:

- Stop offending action and deal with the situation promptly.
- Consider the view of the victim and take their wishes into consideration when reviewing the incident and deciding on sanctions. Ultimately the decision will lie with the headteacher and/or other appropriate bodies.
- Support pupils who are being bullied and their families.
- Give immediate reassurance that bullying is taken seriously and something will be done
- Nominate an appropriate adult to undertake fact finding, talking with all parties involved.
- Ensure reports if bullying and peer on peer abuse are logged on Integris and Cpoms
- If serious, inform parents/carers of victims and perpetrators as soon as possible. Detailing investigation carried out/to be carried out and any outcomes and actions to reduce risk of reoccurrence in the future. Meetings will be arranged if requested.
- Set a consequence, if appropriate, in line with our 'Behaviour' Policy. This could be removal from a group, loss of privileges, internal or external exclusion. The consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Provide restorative sessions, if appropriate. These may include: co-operative group work, circle time, circle of friends, befriending, mediation by adults
- In some cases, outside agencies may be involved such as the school nurse and/or LA safeguarding team.
- If the incident was sexual in nature, violent or an injury occurred, this will be logged in the Serious Incident Record. In some cases, it may be deemed appropriate to inform the police.
- Discuss incidents with relevant staff so that they can monitor.

In dealing with incidents of sexual harassment or violence, sanctions put in place will be carefully considered, as the context of the incident will impact on how the incident is handled.

Consideration will be given to:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- The balance of the sanction alongside education and safeguarding concerns
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If incidents are of a sexual nature and/or include sexualised behaviours. We will use the Brooks Sexualised Behaviour Traffic Light Tool to help us identify appropriate actions needed as well as to identify the potential for Child Sexual Exploitation (CSE) by acknowledging and explaining how sexual behaviours can indicate past, present, or future risk of CSE. Risk assessments will be implemented to ensure continued safety of all involved.

## **Supporting adults**

We take measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying, where appropriate will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

## **Monitoring and review: putting policy into practice**

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. CPOMS can assist with this.

- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.

## **Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

## **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
  - Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
  - Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
  - UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
  - The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) 12 Theeducationpeople.org
  - DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
  - DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- Race, religion and nationality
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
  - Kick it Out: [www.kickitout.org](http://www.kickitout.org)
  - Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
  - Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
  - Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
  - Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
  - Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

o A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)

• Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)

• Anti-bullying Alliance: Preventing and responding to Sexual Bullying:

[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)

• Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)