THE CHURCH OF ENGLAND

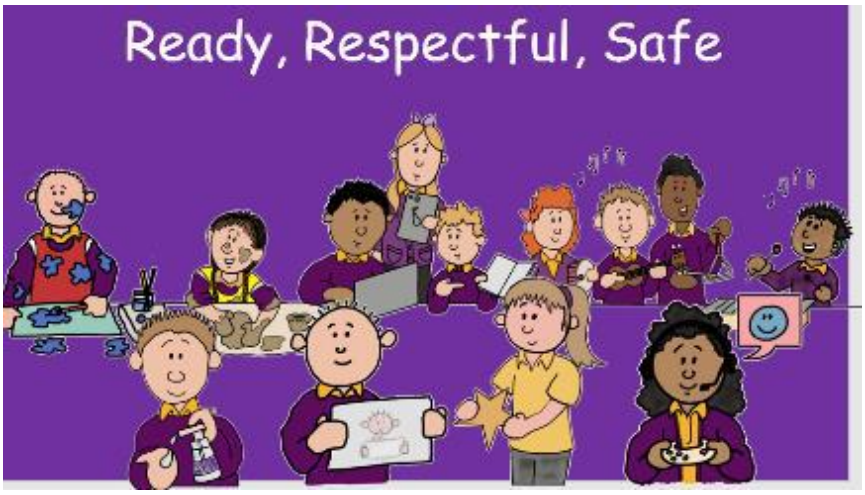
The Methodist Church

John Fletcher of Madeley

Primary School

Whatever you do, work at it with all your heart", Colossians 3:23

ANTI-BULLYING POLICY



Introduction

John Fletcher of Madeley Primary School has placed at the central core of its Mission, respect for the unique dignity of every child. In our school our Christian vision, and the values that underpin it, shape all we do. They are not only for our children but the school community as a whole.

It is our belief that each child is a unique individual – a creation of God, and every child, without exception, is precious. Our aim is to nurture and encourage them to recognise this in themselves and others, and so be the best that they can be: to know that if they put their heart into what they do, they can realise their dreams.

In this way, we develop happy, successful and flourishing life-long learners.

The school is actively engaged in a partnership with parents, carers and all with responsibility for children, to ensure fairness and equality of opportunity, regardless of culture, colour or religious beliefs.

This policy is written for adults and should be read in conjunction with our Equality, Positive Behaviour Policy, Child-on-Child Abuse Policy, PSHE, Child Protection, Acceptable User for IT and Teaching and Learning Policy. The school endeavours to ensure that no child is discriminated on the basis of their race, age, disability, sexual orientation, transgender or on any other unjustified grounds.

The governors and staff of John Fletcher of Madeley Primary School fully recognise the contribution explicit anti-bullying work makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

Child friendly versions written by children for children are also available and are reviewed by children of all ages each year.

We welcome parents' contributions and encourage parents to make suggestions to improve and strengthen our policy.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying 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 bullying, we can help to create safe, disciplined environment where pupils are able to learn and fulfil their potential.

Values and ethos

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

Our Values	**Hope and Aspiration** ***"We believe we can"*** We want to inspire our learners and the community to see learning as a joy: a gateway to a successful future. This can be demonstrated in the Parable of the Mustard Seed (Matthew 13: 31-32): *"The Kingdom of Heaven is like this. A man takes a mustard seed and sows it in his field. It is the smallest of all seeds, but when it grows up, it is the biggest of all plants. It becomes a tree, so that birds come and make their nests in its branches.'*
	Resilience and Perseverance ***"We know we can"*** Our School was named after John William Fletcher, the Vicar of Madeley, who was one of the founders of the Methodist Societies which later became known as the Methodist Church. John Fletcher was a humble man of great faith. He chose to fulfil his mission within Madeley, knowing he would have a difficult challenge. Everything he did, he worked with his whole heart. And so, we want all our learners and school community to have a positive mindset: to be able to have the self-belief to work through something when it is difficult. We remember the words of St. Paul: *"I can do all things through Him who strengthens me*". (Philippians 4:13)
	Compassion and Forgiveness ***"Together we can"*** Recognising that everyone is different and everyone is precious, we want to foster a safe learning environment by supporting our school community to love each other unconditionally, taking care of each other and our environment. This means to treat each other and our environment with love, kindness, respect and to show forgiveness for one another. This can be demonstrated in the Parable of the Good Samaritan (Luke 10:25-37) and the words of Jesus (Matthew 18:21-22) – *Then Peter came to Jesus and asked, "Lord, if my brother keeps on sinning against me, how many times do I have to forgive him? Seven times?"* *"No, not seven times", answered Jesus, "but seventy times seven".*

All governors and staff agree that bullying cannot be condoned in any form and uses the Anti-Bullying Alliance definition.

The Anti-Bullying Alliance defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Related Legislation and Guidance

This policy should be read alongside:

- Keeping Children Safe in Education (current version)
- Working Together to Safeguard Children 2023
- Preventing and Tackling Bullying (DfE)
- Behaviour in Schools (DfE)
- Searching, Screening and Confiscation (DfE)
- Equality Act 2010
- Online Safety Policy

- Child Protection and Safeguarding Policy
- Child-on-Child Abuse Policy

What is bullying?

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- The school recognises that bullying may be motivated by prejudice, discrimination or hostility linked to a protected characteristic as defined by the Equality Act 2010, including race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy and maternity. It might be motivated by actual differences between children, or perceived differences. It takes many forms and can include:
    - physical assault
    - teasing
    - making threats
    - name calling
    - cyberbullying - bullying via mobile phone or online (for example email, social networks, gaming and instant messenger)

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying is not when pupils fall out or have disagreements with each other.

Aims of the policy

- To promote a climate of trust and openness that allows a child, parent or member of staff to have the confidence to report any incidents of bullying.

- To support the child's development in ways that will foster security, confidence and independence.

- To raise the awareness of both teaching and non-teaching staff of the need to safeguard victims and perpetrators, and of their responsibilities in identifying and reporting possible cases of this form of abuse in line with Local and National procedures and guidance.

- To provide a systematic means of monitoring children known or thought to be at risk of harm from bullying.

- To provide a systematic means of monitoring children known or thought to be responsible for behaviour deemed to be bullying and support a change in their beliefs and thoughts.

- To emphasise the need for good levels of communication between all members of staff.

- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected bullying abuse.

- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.

- To ensure that all adults within our school who have access to children have been checked as to their suitability, and make them aware that bullying has no place in or out of school.

Policy into procedure

Our school procedures for safeguarding children are in line with Children's Social Care and local safeguarding partnership procedures and the Safeguarding Partners and local multi-agency safeguarding arrangements.

We will ensure that:

- We have designated members of staff for Child Protection who undertakes regular training, where bullying is identified as abuse in its own right.

The Designated Safeguarding Leads are:

Stacey Cross (Head Teacher/Designated Safeguarding Lead)
Sarah Wust (Acting Deputy Head/SENDCo/Deputy Safeguarding Lead)
Melanie Nicholls (KS1 Lead/Deputy Safeguarding Lead)
Cath Aston (SEND Hub Lead/Deputy Safeguarding Lead)

Marie Larkin (Pastoral Lead/Deputy Safeguarding Lead)
Aileen Wattle (Deputy Safeguarding Lead)
Governor with responsibility for Safeguarding – Rev Andy Ackroyd

- All members of staff develop their understanding of the signs and indicators of bullying and its direct abuse.

- All members of staff know how to respond to a pupil who discloses bullying.

- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

- Our procedures are regularly reviewed and up-dated.

- All new members of staff are given a copy of our anti bullying policy as part of their induction into the school.

Roles and Responsibilities

The Designated Safeguarding Leads are responsible for:

- Adhering to the Safeguarding Partners and local multi-agency safeguarding arrangements, Children's Social Care and local safeguarding partnership procedures and school procedures with regard to referring a child if there are concerns about possible bullying abuse.

- Keeping written records of bullying and concerns about a child even if there is no need to make an immediate referral for action.

- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.

- Ensuring that an indication of further record-keeping is marked on the pupil records.

- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Children's Social Services.

In school, the principles and aims of the policy will be taught as each child accesses the various key stages, and there will be expectancy once the child has learned the principles and aims, that they will increasingly influence how a child will behave and interact with other children.

Encouraging Good Behaviour for Learning

At John Fletcher of Madeley Primary School we have routines for encouraging good behaviour for learning and also sanctions for inappropriate behaviour. Encouraging good behaviour for learning is the responsibility of everyone in school.

- As with the sanctions for inappropriate behaviour, there are a range of rewards that we use to encourage and reinforce good behaviour for learning.

Good news!

- Praise
- Dojos
- Pompoms
- Purple Book awards
- Praise cards
- Phone calls home
- Talking to parents
- Attendance awards
- Individual class rewards

Cyber-bullying

We recognise that bullying increasingly takes place in "cyber" environments, such as on the internet and through the use of mobile phones. (See Online Safety Policy) In whatever form, we will take action to prevent this and parents are informed of all incidents. We ask that parents contact staff in school if they feel that this is happening at home. In some cases these incidents can be treated as a Safeguarding issue. (See Safeguarding Policy)

The Designated Safeguarding Leads for Safeguarding are;

Stacey Cross (Head Teacher/Designated Safeguarding Lead)
Sarah Wust (Acting Deputy Head/SENDCo/Deputy Safeguarding Lead)
Melanie Nicholls (KS1 Lead/Deputy Safeguarding Lead)
Cath Aston (SEND Hub Lead/Deputy Safeguarding Lead)
Marie Larkin (Pastoral Lead/Deputy Safeguarding Lead)
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Governor with responsibility for Safeguarding – Rev Andy Ackroyd

We recognise and will act in accordance with guidelines set down by the DfE on cyberbullying as specified on www.gov.uk/.../Cyber**bullying**.

Emerging Online Risks

The school recognises that online bullying may also occur through livestreaming platforms, anonymous messaging services, encrypted messaging applications, gaming platforms, artificial intelligence (AI) tools and social media algorithms. Bullying may involve the creation or sharing of manipulated, altered or AI-generated images, videos or audio recordings. Such incidents will be treated seriously and managed in line with this policy, the Online Safety Policy and the Child Protection and Safeguarding Policy.

Homophobic/biphobic bullying

Bullying another person because of their actual or perceived sexual orientation. An important aspect of our role is making sure that every pupil - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of the victim and perpetrator will be informed immediately, and should the matter persist, the pupil involved could face further sanctions. Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Transphobic bullying

Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying

Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying

Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Racist Bullying

Britain is a multi-racial and multi-faith country and everyone has the right to have their culture and religion respected by others. Nobody has the right to call pupils names or to treat them badly because of their colour, race or religion. Racist bullying is not just about the colour of people's skin, it can be about their ethnic background or religion too. All incidents of racism are acted upon and recorded**.** All racist incidents are recoded and reported to the Local Authority.

Prejudicial bullying

Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Relational bullying

Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying

Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings

Supporting Children who are being bullied

- We recognise that a child who has intermittent or persistent abuse by bullying may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Contrary to that, we recognise that this stability could be compromised if bullying is not taken seriously. This will be addressed as soon as it is known or signs of it prevalent.

- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.

- Promoting a caring, safe and positive environment within the school and promoting respect between others in and out of school.

- Delivering explicit and implicit anti bullying messages across the curriculum and throughout the school day.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children; including, wherever possible, the school in thematic Local and National anti-bullying campaigns.

- Notifying Children's Social Services as soon as there is a significant concern.

- Providing continuing support to a pupil about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Confidentiality

We recognise that all matters relating to bullying and general Child Protection are confidential. The Designated Person will disclose any bullying information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share bullying information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets, but a child's concerns must be sensitively handled in the case of those perpetrators of the bullying, where cessation is the key outcome and re assurance for the victim paramount.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm from bullying, or appears to be likely to suffer harm from bullying may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support as appropriate.

Bullying of Staff

- Bullying of staff by other staff, pupils or parents will not be condoned.
- Staff should report any such incidents to the Headteacher immediately. If the allegation is against the Headteacher, this should be reported immediately to the Chair of Governors.

Allegations of bullying against staff

- We understand that a pupil may make an allegation of bullying against a member of staff. This will be treated like any other form of abuse.

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.

- The Headteacher on all such occasions will discuss the content of the allegation with the The Headteacher will consult with the Local Authority Designated Officer (LADO) in accordance with KCSIE, or in their absence the Safeguarding Advisory Service.

- If the allegation made to a member of staff concerns the Headteacher, the Designated Person will immediately inform the Chair of Governors who will consult with the LADO.

- The school has adopted policies for managing allegations against staff, a copy of which will be readily available in the school.

- If such an allegation is made, the member of staff subject to the allegation will be assigned a designated HR contact to support them through the process.
- Soon after the allegation is made, a decision will be taken as to whether a Joint strategy Meeting needs to be convened to discuss the matter further.

- If it is decided at that meeting that an investigation should commence, this may be initially led by the Police and Social Services, prior to it being referred back to the Local Authority to investigate under agreed disciplinary procedures.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Reporting bullying

All pupils and parents are encouraged to report any incidents of bullying immediately. A written record of the information shared will be made and a thorough investigation will take place by **Sarah Wust or Melanie Nicholls.** The outcome of the investigation will be shared with the parents of the victim and perpetrator. If the outcome of the investigation is not satisfactory, then parents will be encouraged to take their concerns to the Head Teacher, then the Governing Body under the usual complaints procedures.

Racist Incidents relating to race, religion or culture

Racist bullying does not only affect young people with different coloured skin. Anyone who is perceived as having a different race, religion or belonging to a different culture can become a target of racist bullying. Like any other form of bullying, racist bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their race, religion or culture – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of the victim and perpetrator will be informed immediately, making it clear that the incident will be reported to the LA and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Homophobic Bullying

Homophobic bullying does not only affect lesbian, gay and bisexual (LGB) young people. Anyone who is perceived as different can become a target of homophobic bullying. Like any other form of bullying, homophobic bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Special Educational Needs and Disabilities

Bullying as a result of an adult or child having any form of SEN will not be tolerated. This may take the form of abuse toward another adult or child as a result of sensory, physical, cognitive or social, emotional and behavioural needs. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child

could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Vulnerable Pupils

Vulnerable pupils within the school setting may become the target of bullying. It may relate to how they are dressed, whether or not they live with both parents, have agency involvement or may be in care. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Cyberbullying

We recognise that bullying increasingly takes place in "cyber" environments, such as on the Internet and through the use of mobile phones. In whatever form, we will take action to prevent phones and computers that have been used for this purpose being allowed on the school premises. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents. As such these incidents will be treated as a Child Protection issue.

Emerging Online Risks

The school recognises that online bullying may also occur through livestreaming platforms, anonymous messaging services, encrypted messaging applications, gaming platforms, artificial intelligence (AI) tools and social media algorithms. Bullying may involve the creation or sharing of manipulated, altered or AI-generated images, videos or audio recordings. Such incidents will be treated seriously and managed in line with this policy, the Online Safety Policy and the Child Protection and Safeguarding Policy.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Tiktok, WhatsApp, Instagram etc. The above list is not exhaustive, and cyberbullying may take other forms.
- Sharing, creating or distributing AI-generated, manipulated or "deepfake" content intended to humiliate, threaten or harm another person.

Sexual extortion (sextortion), where a child is coerced, blackmailed or threatened into sharing sexual images, further content or money via online contact, will be treated as a safeguarding concern.

Upon any incident where "cyber" bullying has taken place in or out of school and made known to us, we will take matters seriously and action will be taken to reduce any further incidents. This will done with The Designated Person for Child Protection and the Headteacher, and if appropriate, outside agencies.
We recognise and will act in accordance with guidelines set down by the DfE and UK Safer Internet Centre guidance.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents. Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:
- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

All learning at home will follow procedures outlined in the Remote Education Policy.
During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work. Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- Possible extensive scale and scope – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online

- The anytime and anywhere nature of cyberbullying – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times

• The person being bullied might not know who the perpetrator is – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity

• The alleged perpetrator might not realise that their actions are bullying – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising

• The victim of the bullying may have evidence of what has happened – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided.

Pupils will report incidents to a trusted member of staff. Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal.

Where the person who has posted it is known to the school, the headteacher will request they remove it directly. The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy. In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence. To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

• Be aware that pupils of any age and gender are capable of abusing their peers.

• Be aware that abuse can occur inside and outside of school settings.

• Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.

• Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.

• Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.

• Be aware that child-on-child abuse can be manifested in many ways, including sharing nudes and semi-nudes (sometimes known as sexting), sexual harassment and assault, and hazing or initiation-type violence.

• Always challenge any harmful physical behaviour that is sexual in nature, such inappropriate touching. Dismissing or tolerating such behaviours risks normalising them. Sexual harassment in particular can take many forms, including but not limited to:

• Telling sexual stories, making sexual remarks, or calling someone sexualised names.

• Sexual “jokes” or taunting.

• Deliberately brushing against someone.

• Displaying images or video of a sexual nature.

- Sexual extortion (sextortion), where a child is coerced, blackmailed or threatened into sharing sexual images, further content or money via online contact, will be treated as a safeguarding concern.

• Upskirting (this is a criminal offence).

• Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened. The school’s Child-on-child Abuse Policy outlines the school’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Physical Intervention

- We have adopted a policy on Physical Intervention and understand that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- We recognise that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- This policy is in line has been adopted in line with the local authority Policy on Physical Intervention.

The curriculum and Anti-bullying related activities and events

As a school we will ensure that we:

- Establish and maintain an ethos where children feel secure and are encouraged to talk about bullying and are always listened to, whether they are the victim or the perpetrator.

- Ensure that all children know there is an adult in or out of the school setting whom they can approach if they are worried or in difficulty in regards to bullying as a specific issue. Access Helpline numbers will be displayed and encouraged.

- Include in the curriculum on a weekly basis, PSHE, which equips children with the skills they need to stay safe from harm and to know to whom they should turn for help.

- Explicitly teach about similarity and difference, challenging stereotypical views of all pupils and adults, including parents.

- Teach discretely about racism, homophobia, sexism, domestic and other forms of abuse, so that pupils understand that these are forms of bullying.

- Ensure that if there are any incidents of bullying in particular classes or year groups that these are dealt with swiftly, involving the perpetrator and victim and their parents.

- Work with Theatre Groups and other professionals working within the Child Protection arena to equip young people to stay safe.

WHAT SCHOOL WILL DO AGAINST BULLYING

John Fletcher of Madeley Primary School teaching and support staff will look out for signs of bullying and will act straight away and deal with it.

We will:

- Never ignore suspected bullying
- Never make assumptions
- Listen carefully to all accounts
- Work with children to solve the problem
- Follow-up to check bullying has not started again

THE FOLLOWING STEPS WILL BE TAKEN WHEN DEALING WITH INCIDENTS:

1. Child / parent / friends report bullying to a member of the teaching team, or bullying is noted by a member of the team



2. Children's views are listened to separately, to establish facts. If appropriate, the alleged perpetrator, alleged victim and witnesses will give a written account



3. Any evidence will be gathered, especially of any cyberbullying e.g. screenshots, photographs



4. Premature assumptions will NOT be made, and all accounts will be listened to in a fair manner. Only once the investigation is complete will actions be determined.



5. Sanctions are considered / applied as appropriate. Reconciliation will be attempted if appropriate, with an apology in writing or verbally.



6. An action plan / targets are agreed between the children involved. Targets usually encourage children working / playing together in school.



7. Regular checks are made on the well-being of relevant children and the behaviour progress towards targets of key child / children.



8. Parents / Carers are regularly informed of progress



9. Targets are regularly reviewed with staff, children and parents (both alleged victims and alleged perpetrators) until close monitoring is no longer considered essential. However, action plans/risk management will be shared, as a matter of course, with parents/carers at all Parents' meetings. Discussions during these meetings will remain confidential unless safeguarding issues are raised and need to be referred on to the appropriate agencies. Please note: meetings for parents will be separate (victims/perpetrators' parents will not be together and no confidential information will be shared between parties).



10. Either monitoring is withdrawn (successful resolution) or more serious sanctions (involvement of other agencies (Community Support Officer/Family Connect or other appropriate agencies / suspension or permanent exclusion where appropriate) are considered. These agencies and support mechanisms are shared with parents.

A clear account of the incident will be logged in CPOMS (our online safeguarding system).

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the school learning mentors
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online

- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the alleged victim(s) and alleged perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities. Staff, particularly the DSLs and Learning Mentors, will work with the victim to build resilience, e.g. by offering emotional therapy. The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Follow-up support

The progress of both the perpetrator and the victim will be monitored. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. Pupils who have been bullied will be offered continuous support. The DSL will hold a formal meeting, to check whether the bullying has stopped – these formal meetings will continue to take place until they are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated. Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-child Abuse Policy.

The headteacher has a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

Record Keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions. The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

Health & Safety

Policies on Health & Safety are set out in a separate document. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

The role of Governors

- To determine and keep under review a statement of principles that shapes the school's behaviour policies.

- To publish and keep under review a behaviour policy to include bullying policy.

- To proactively eliminate harassment related to disability (as well as reacting to bullying and harassment of disabled pupils, governors must act to prevent it.

- To be proactive in improving access to teaching and learning and increase participation of disabled learners, making changes to the physical environment which could prevent bullying.

- To consult the whole school community around policy and procedure.

- The Designated Safeguarding Governor is: **Rev Andy Ackroyd**

The Role of Parents

When observing your child's unkind experiences, label them correctly. This helps you and your child keep perspective and handle the situation appropriately. If your child is being bullied, take steps to help them cope and report it to the principal to prevent it from happening again.

Bullying is Stressful for Everyone

Bullying is hard for everyone involved. Sometimes parents either get too emotional about bullying or don't notice it at all, and this can make things worse for their child.

It's natural for children to have a few close friends. While children should be kind to everyone, they can't be close friends with everyone they know.

Your child won't get invited to every event. Sometimes they won't be on the guest list for birthday parties, outings, and playdates. This is not the same as ostracising, which is bullying. Remind your child that they also sometimes choose not to include everyone.

Being left out occasionally is different from intentional exclusion. When children exclude others to cause harm and then post photos or talk about the event in front of your child, this is exclusion and is considered bullying.

Experiencing Conflict

Children will bicker and fight as part of growing up. Learning to resolve conflicts peacefully and respectfully is essential. A disagreement with a friend or a classmate isn't bullying, even if unkind remarks are made. A spat now and then does not constitute bullying.

Here are seven common mistakes parents make regarding bullying:

Missing the Warning Signs

Learn the subtle signs of bullying, such as frequent stomach-aches, headaches, or not wanting to go to school. Children might also hint at bullying by saying there's a lot of "drama" at school or that children "mess" with them. It's important to recognise these signs because many children don't directly say they're being bullied.

Ignoring the Bullying

Some parents think ignoring bullying will make it go away, or they might tell their child to toughen up. If your child tells you about bullying, listen carefully and gather as much information as possible. Commit to helping resolve the issue and try to stay calm.

Dramatising Situations

Some parents overreact and label every conflict as bullying. They might immediately contact the school without giving their child a chance to handle the situation. Understand the difference between normal conflict and bullying, which involves a power imbalance, intent to harm, and repeated incidents.

Focusing on the Wrong Things

Sometimes parents get so focused on getting justice or revenge that they forget the main goal: helping their child move past the bullying. Let the school handle the situation according to their guidelines, and focus on ensuring your child is safe and the bullying stops.

Not Helping Their Child Overcome Bullying

Your top priority should be helping your child overcome bullying and prevent future incidents. Talk to your children about avoiding bullies, building self-esteem, being assertive, and developing friendships, **not** hitting back. Seek outside help if needed, especially if there are signs of depression or harming thoughts.

Gossiping About the Bully

Gossiping or spreading rumours about the bully doesn't help your child and can make things worse. Remember, a bully is someone's child too, and they should be treated with respect. Focus on supporting your child instead.

Confronting the Other Child's Parents

This is not advised, and certainly **not acceptable** on school site. Not only is it worrying and humiliating for your child, but no child should witness conflict between adults. You need to model appropriate behaviours. Please see our **Parent Code of Conduct** regarding parental behaviour on site.

Policy- Document Status			
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