



Covingham Park Primary School Anti-bullying policy

Caring for Pupils, Promoting Success

At Covingham Park Primary School we value each child's individuality and aim to ensure that every child feels happy, safe, secure and empowered to realise their full potential. We believe that we should take care of our children, so that they not only feel safe but are inspired to learn.

Pupils at Covingham Park Primary School will be encouraged to be active participants in their own learning, have positive attitudes, be resilient and ambitious. We encourage them to explore, be curious, have enthusiasm and have the courage to take risks.

We want them to:

Be Ready to learn
Be Responsible for their learning attitudes
Be Resilient in their approaches to learning

Date Written: September 2024

Next Review Date: September 2025

1 Introduction

1.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and includes both face to face interactions and behaviour online (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and it can be motivated by prejudice and discriminatory bullying against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

2 Aims and Objectives

2.1 Bullying is wrong and is damaging. We therefore do all we can to prevent it, by developing a school ethos in which we have a zero-tolerance policy to bullying.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn free from anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear individual responsibilities with regard to the eradication of bullying in our school.

2.5 We encourage children to report any concerns about bullying (see introduction for definitions).

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A child may not find it easy to report peer on peer abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of peer on peer abuse, we recognise that abuse may still be taking place but not being reported. We understand that the pupil who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately. (For further information please see KCSiE Pages 13-14, 43-44, Part 5 Pg 111-142)

Procedures in place to minimise the risk

- The school's ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. We have posters and displays around school giving children contact details of NSPCC, each class has a 'worry box' where children can post concerns at any time, all staff are trained to listen to children's concerns, children are reminded regularly about how to report concerns.
- Systems are in place for pupils to confidently report abuse, knowing their concerns will be taken seriously.
- We deliver a Relationships Education and Health Education curriculum through the Jigsaw scheme, in line with the [DfE statutory guidance](#). This develops pupils' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups. E-Safety is included in every computing lesson.
- Staff receive regular training to ensure they know the signs and indicators which may suggest a pupil is at risk of peer on peer abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.

Anti-bullying Policy

- Our school has a zero tolerance approach to abuse and regular staff training ensures that incidents of peer on peer abuse are never passed off as 'banter', part of growing up or 'boys being boys'. All incidents of peer on peer abuse are reported to the safeguarding team.
- The school has a behaviour policy in place which is regularly reviewed and sets out the expectations about appropriate behaviour. Our policy makes clear that peer on peer abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Set out below are the different types of peer on peer abuse and the systems in place to respond to these.

Peer on peer abuse can take the form of:-

1. Bullying (including Cyberbullying)

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
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

This can include:

- physical assault
- teasing
- making threats
- name calling
- Cyberbullying - bullying via mobile phone or online (for example via email, social networks and chat rooms on gaming platforms)
- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls;
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- Disablist Bullying: targets a young person based on their disability, special needs or health needs. This can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

3 Roles and Responsibilities of all staff and DSL/DDSLs

Responding to concerns about bullying

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. We record incidents of bullying on our CPOMs system.

For incidents that occur either near the school or on the children's way home or to school, the police or other agencies may be contacted.

Anti-bullying Policy

If, as staff, we become aware of any bullying taking place, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanction for the child who has carried out the bullying. We spend time talking to the perpetrator. We explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.

If a child is repeatedly involved in bullying other children, we inform the headteacher. We record the incident and contact parents; we may invite the parents into the school to discuss the situation. In more extreme cases, for example where these initial actions and discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Throughout the year, through PSHE and E-safety, teachers teach the children about positive relationships and acceptable, appropriate behaviour. We teach children tolerance and respect for others. During November's national Anti-bullying week and February's E-safety week, the whole school concentrates on celebrating friendships and works to raise awareness of bullying and giving children, specific guidance about what to do if they think they are being bullied.

Any reports about bullying are recorded on our designated form and on CPOMS and investigated. Parents/carers are informed

Peer on peer abuse can take the form of:-

2. Sexual abuse

See pages 138-142 and [Sexual violence and sexual harassment between children in schools and colleges \(September 21\)](#)

This can include:-

Sexual violence and sexual harassment - Sexual violence and sexual harassment can occur between two pupils of **any age and sex**, from Primary, into Secondary and into College. **We recognise that 'it could happen here'**. It can occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and 'face to face' (both physically and verbally) and are never acceptable.

Sexual violence can include:-

- Rape
- Assault by penetration
- Sexual Assault

Sexual harassment can include:-

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names
- Sexual 'jokes' or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- Inappropriate/unwanted touching
- Consensual and non-consensual sharing of nude and semi-nude images, videos and/or livestreams (also known as sexting or youth produced sexual imagery)
- Up-skirting

Peer on peer sexual abuse can also include:-

Anti-bullying Policy

- 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.
- Initiation/hazing - refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group

Responding to concerns about peer on peer sexual abuse

Step 1

Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted upon).

Step 2

Record the incident using the school's safeguarding recording procedures and **report** to the DSL / deputy in line with safeguarding and child protection procedures, as soon as possible. Is information about the incident first hand or do other individuals need to be spoken to, to confirm?

Step 3

The DSL will consider the following:-

1. The wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and support they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children.
2. Has a criminal offence been committed? If yes, contact the police (See also ['When To call the Police'](#) (NPCC)).
3. Ages of pupils / developmental stage.
4. Whether there is a power imbalance between the children.
5. Whether the alleged incident is a one off incident or there is a sustained pattern.
6. Any on-going risks to the victim, other children, or staff.
7. Other related issues and the wider context, including whether there is evidence of the victim/s being exploited, criminally and/or sexually.

Step 4

If there is no evidence to suggest that a criminal offence has taken place the DSL will consider next steps, in discussion with parents/carers unless to do so would increase the risk to the pupils involved.

If there is evidence to suggest that a criminal offence has taken place the DSL will follow the guidance in Part 5 of KCSiE Pg 111-142. Any report to the police will be in parallel with a referral to children's social care

This will typically involve:-

1. Considering support, including Early Help support for both the victim and perpetrator (does the perpetrator have unmet needs?)
2. Making a referral to children's social care if the victim has been harmed or is at risk of harm.
3. Making a referral to children's social care if the perpetrator is at risk of harm / being harmed (under-lying welfare and safety concerns which may have triggered behaviours).
4. Writing a risk assessment for pupils, who have been identified as being at increased risk of peer on peer abuse (considered for both the pupil perpetrating the abuse and the pupil who is the victim) to include protection and support.
5. Considering targeted education about healthy relations for the perpetrator and any additional sanctions under the school's behaviour policy.

Additional guidance for responding to consensual and non-consensual sharing of nude and semi-nude images, videos and/or livestreams

Anti-bullying Policy

Step 1

- Report to your DSL immediately.
- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Taken from [UKCIS guidance](#)

Step 2

The DSL will hold an initial review meeting with appropriate staff. This may include the staff member who was initially made aware of the incident/concern and the leadership team.

The following risk factors will be considered:-

1. Significant age difference between the sender/receiver involved
2. If staff recognise the pupil as more vulnerable than is usual (ie at risk)
3. If the image is of a severe or extreme nature
4. If the situation is not isolated and the image has been more widely distributed
5. If this is not the first time the pupil has been involved in a sexting act
6. If other knowledge of either the sender/recipient^(L1) may add cause for concern (ie difficult home circumstances)

Step 3

A referral will be made to children's and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

Step 4

Interviews will take place with those involved.

Step 5

Parents/carers should be informed at an early stage and involved in the process in order to best support the child or young person, unless there is good reason to believe that involving them would put the child or young person at risk.

Step 6

Safeguarding records will be updated using the school's safeguarding recording procedures, including actions taken / not taken and the justification for these decisions (linked to the points above).

4 The Role of Governors

Anti-bullying Policy

4.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with quickly and appropriately.

4.2 The governing body will monitor the incidents of bullying that occur, and review the effectiveness of the school policy. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

4.3 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

5 The Role of the Headteacher

5.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

5.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

5.3 The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

5.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

6 The Role of Parents

6.1 Parents who are concerned that their child is being bullied, or suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 Monitoring and Review

7.1 This policy is monitored by the headteacher, who reports to governors about the effectiveness of the policy on request.

7.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the headteacher and analysing information with regard to bullying incidents.