



Churchill CE Primary School

Anti-Bullying and Child on Child Abuse Policy

*To create a nurturing community in which we ignite curious minds,
encourage generous hearts and embrace a changing world so our children can
live life in all its fullness.*

Written by	Lorraine Woollven
Ratified by	Curriculum and Standards Committee
Date last reviewed	August 2026
Date of next review	August 2028
Signed – Chair of Governors	<i>S Furniss</i>
Signed – Headteacher	<i>L Woollven</i>

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School

Anti-Bullying and Child on Child Abuse Policy

Policy Aims

The aim of the anti-bullying policy is to ensure that our pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and it affects everyone; it is unacceptable and will not be tolerated. Pupils, staff and parents are informed that we do not accept any form of bullying.

Definition of bullying (including racist, sexist and homophobic bullying):

‘Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms’. The relationship between the bully and the victim often involves an imbalance of power.

To help our young people to understand how we define bullying, we will talk to them about:

- bullying being the intentional hurting of a person by another person or a group of people;
- bullying involving an imbalance of power in a situation or relationship. In an age appropriate way, we help them to understand the difference between this and arguing or falling out with friends and peers;
- bullying can be physical or emotional (hurting feelings).

The three main types of bullying are:

- Physical - hitting, kicking, theft
- Direct verbal - name calling, racist, sexist or homophobic remarks
- Indirect - spreading rumours, excluding someone from social groups, spreading nasty stories, cyberbullying (bullying via mobile phones or the internet) or writing offensive graffiti.

Name calling is the most common direct form of bullying. It may be related to ethnic origin, nationality or colour, sexual orientation or some form of disability. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils are encouraged to report any bullying.

Values and principles, including aims and objectives of the policy.

Pupils at Churchill CE Primary School will be cared for in a safe and secure environment. Reported or observed incidents of bullying are recorded within our CPOMS recording system. They will be taken seriously and dealt with by members of staff, including the senior leadership team, when appropriate. Pupils know that they will be listened to and that it is important to ‘tell’. Through our pastoral system pupils will know who to tell and will have the means to speak confidentially. Our four guiding principles (for our pupils we refer to these as rules) apply to all of us in our community.

- 🕊 be respectful
- 🕊 be ready
- 🕊 be responsible
- 🕊 be resilient



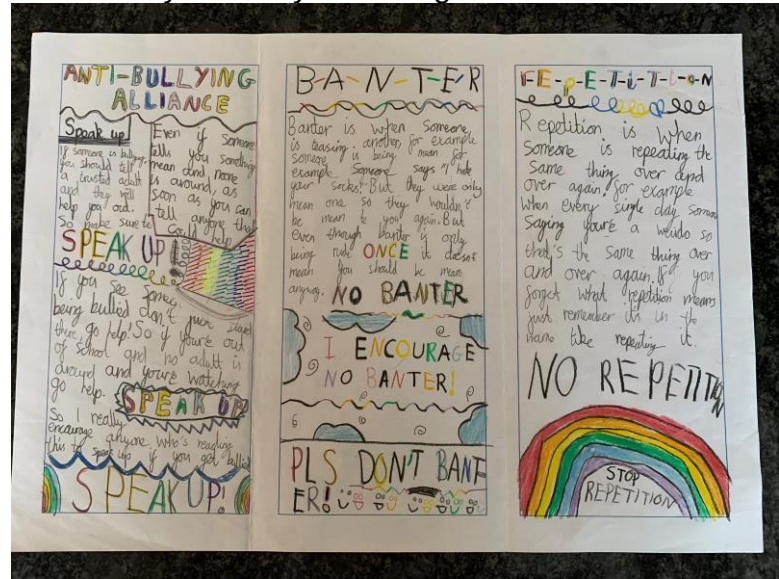
Pupils feel safe and well cared for. They trust staff to deal with issues quickly, such as bullying. Pupils form positive relationships with their peers and staff.
Oftsed 2026



We aim to be the best we can be!

The PSHE and RSE curriculum also plays a vital part in this area. Parents/carers will be kept informed and where necessary invited into school to discuss any incidents. Parents are aware of our commitment to their children's emotional wellbeing and are always welcome to discuss any issues or concern.

As a school we speak openly and explore bullying behaviours. We have worked with the pupils to develop the language and vocabulary to explain unkind behaviour and recognise this differently to bullying behaviours. Pupils have created leaflets and posters, that are displayed around the school, to help other pupils know what to do if they feel they are being bullied.



Language of 'we stand together against bullying', is used frequently in class lessons as well as whole school services.

Bullying outside school hours

In order to safeguard the wellbeing of children on their journey to and from school, reports of bullying outside of school may be followed up by staff.

Any reported bullying which takes place off the school site / out of school hours but is triggered by events in school may be followed up by senior leadership or relevant staff in an appropriate manner in line with school policy.

Procedures for recording and reporting bullying behaviour

All adults will use their professional judgement when responding to incidents of behaviour that may be found to be bullying. If an incident is considered to be of a bullying or of potential bullying nature, the following steps will be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with by the member of staff who has been approached;
- a clear account of the incident will be recorded on CPOMS and members of the Senior Leadership Team (SLT) will be alerted;
- depending on the circumstances / severity of the incident, members of the senior leadership team may talk with all concerned. Any actions taken will be recorded against the incident on CPOMS;
- class teachers will be kept informed, generally through CPOMS alerts, discussions and weekly staff briefings;
- depending on the circumstances / severity of the incident, parents may be contacted. Parents will be contacted if there has been repeated concerns.
- Sanctions will be used as appropriate
- If the incident is of a racist or homophobic nature, then the Lighthouse MAT central team will be informed as well as the Local Authority
- Racist or homophobic incidents are reported termly to the Governing body.

Pupils

Pupils who have been bullied **will be** supported, this may take the form of:

- an opportunity to discuss the experience with their class teacher or other trusted adult. High quality listening will help to reassure the pupil that sharing their concerns was the right thing to do;
- the offer of time to discuss the incident and their feelings with our learning mentor;
- reassurance that they can come to any adult in school for help and support;
- discussion about what they would like to happen next, how they would like to be supported;
- seek opportunities to highlight and celebrate success / individual qualities.

Pupils who have bullied **will be** supported, this may take the form of:

- an opportunity to discuss the experience with their class teacher or other trusted adult. High quality listening will help to reassure the pupil that sharing their actions / feelings is an important part of resolving / repairing a situation;
- discussing what happened as part of a restorative discussion;
- exploring why they have behaved in a certain way, possible involvement with the Learning Mentor;
- establishing the wrong doing, the impact of actions on the feelings, wellbeing of others and the need to change;
- where appropriate, informing parents or guardians to help change the attitude of the pupil.

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

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

- Parents/carers will be invited to discuss the matter with a member of the senior leadership team, Learning Mentor and/or Class teacher
- A record is kept of the discussion and the nature of the complaint and this will be added to CPOMS
- A record of action already taken by the school will be shared with parents/carers
- Further action to be taken is agreed with parents (and the child) and is recorded
- A date for a further contact with parents is made. A future meeting takes place to monitor the situation

Sanctions

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

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

Persistent or severe cases could lead to suspension being applied. The parents of the child carrying out bullying would be made aware of the seriousness of this risk, if incidents continued.

The curriculum and other preventative measures

The PSHE / RSE curriculum underpins the whole ethos of the school and is designed to support positive relationships and prevent any form of bullying in school and in the wider community.

Our preventative measures and strategies can be categorised under three headings:



- Universal preventative strategies
- Targeted low to mid-level intervention
- Intensive high-level intervention

The majority of our time and focus is spent on the universal preventative strategies. It is this work that shapes the culture of our school and establishes a zero-tolerance approach to any form of bullying behaviour.

Our universal preventative approach includes the use of these strategies:

- The school ethos
- The general school environment
- Supervision at lunchtimes, breaks, before and after school
- Supervised internet access
- The use of collective worship to raise awareness
- Participation in 'Anti-Bullying' activities
- Curricular approaches to anti-bullying
- Circle Time
- School Council
- Peer Support – Buddy and Ambassador systems

Intervention strategies

In addition to preventative measures, at the targeted low to mid-level intervention there are a number of support approaches in place to support pupils who are initiating bullying or who are being bullied. These include:

- Co-operative group work
- Learning Mentor led individual and small group sessions
- Circle time
- Peer support
- Restorative discussions – intended to help all parties to understand what happened, what effect the behaviour had on others and what needs to be done to put things right. The purpose of this approach is to provide a safe place / process where damaged relationships can be repaired.
- Home visits by pupil welfare officer (when bullying affects attendance)

Within our school the requirement for intensive high-level intervention is minimal. The vast majority of all incidents are able to be supported and addressed as part of our universal preventative strategies and targeted low to mid-level intervention. However, if necessary we would include:

- 1:1 support and the involvement of external agencies for additional support
- The use of a more formal meetings with parents / carers and pupils
- Class or group restorative sessions

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously.

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

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk

- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

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

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

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

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

Sexting

We have adopted this suggested approach which is based on guidance from the UK Council for Child Internet Safety for all staff and for DSLs and senior leaders.

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

Adults must:

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

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

Initial review meeting

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

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

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

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

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

Further review by the DSL

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

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

Informing parents/carers

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

Referring to the police

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

Recording incidents

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

Curriculum coverage

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

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

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

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

Notifying parents/carers

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

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Policy Implementation

The Policy is available to parents, staff and Governors on the school website. Paper copies are available from the School Office.

Monitoring, Evaluation and Review

The Policy will be brought to the attention of all staff, parents and pupils annually in November. It will be reviewed annually.

SignedChair of Curriculum Committee

Date: August 2026 (to be ratified at September 2026 LGB meeting)

To be reviewed: August 2028

Appendix A:

Useful links and supporting organisations:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: 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
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': 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

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: 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

- 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