

# **PEER ON PEER ABUSE (ANTI - BULLYING) POLICY**

No: 35

Reviewed: February 2026



# Peer On Peer Abuse (Anti bullying) 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 pupils 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 St Andrew's CEVC 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.

The PSHE curriculum also plays a vital part in this area. Parents 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. We have trained pupils as Anti bullying Ambassadors who support other pupils with conflict resolution and positive play strategies during unstructured times.

## **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 meetings;

- depending on the circumstances / severity of the incident, parents may be contacted. Parents will be contacted if there have been repeated concerns.
- Sanctions will be used as appropriate
- If the bullying 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 bullying 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 Pastoral Leader;
- reassurance that they can come to any trusted 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 our Pastoral leader;
- establishing the wrongdoing, the impact of actions on the feelings, wellbeing of others and the need to change;
- 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 will be invited to discuss the matter with a member of the senior leadership team, Pastoral leader and/or Class teacher
- A record is kept of the interview 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**

Several sanctions are available as a deterrent for bullying. These include:

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

Most 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**

This approach includes the use of these strategies:

- Our Growing Together vision which includes our three core Christian values of Compassion, Courage and Trust
- The general school environment
- Our Nurturing school's ethos and award
- 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 – Voice of the Treetops
- Treehouse group fortnightly meeting agenda
- Peer Support – Anti Bullying Ambassador systems

### **Low to mid-level intervention strategies**

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

- Co-operative group work
- Pastoral Leader led individual and small group sessions
- Circle time
- Peer support
- Restorative conversation 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 Pastoral Leader or Education Welfare officer (when bullying affects attendance)

### **High level Intervention**

Within our school the requirement for intensive high-level intervention is minimal. The majority of incidents are 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 e.g SARI (Stand Against Racism and Inequality)
- 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 can abuse 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/ safety 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 trusted adult that 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**

The DSL will inform parents 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 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**

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.

### **Monitoring, Evaluation and Review**

The Policy will be brought to the attention of all staff, parents and pupils annually. This policy will be reviewed by St Andrew's governing board and the headteacher at least annually, or more frequently, if needed, to address findings from regular monitoring.

### **To be read in conjunction with the following policies:**

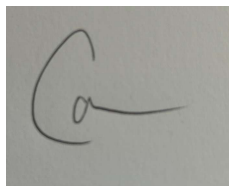
- Behaviour Policy
- Valuing All God's Children (Guidance For Church of England Schools on challenging homophobic, biphobic and transphobic bullying)
- SEND Policy
- PSHE Policy
- E-safety Policy
- Equal Opportunities Policy.

Signed:

Headteacher : Mrs Fran Martin



Safeguarding Governor Mrs Carol Motteram



Signed Date: February 2026

# Appendix 1

## Pupil leaflet created by Anti Bullying ambassadors

### Cyber Bullying

In our school we keep ourselves safe online by remembering these SMART rules:

- S** IS FOR SAFE  
Never give out personal information online
- M** IS FOR NEVER MEET  
Never meet a stranger you have met online
- A** IS FOR ACCEPTING  
Don't open emails from people you don't know
- R** IS FOR RELIABLE  
Don't believe everything you read online
- T** IS FOR TELL  
Make sure you TELL SOMEONE if you have a problem!

### Don't be a bystander!

A bystander is someone who happens to be there when something happens, so in the case of bullying, a bystander is someone who watches or sees the bullying take place

Don't:

- Stand and watch
- Join in
- Walk away

You must:

Take action!

You could try and stop the bullying if it is safe, or tell someone!





### St Andrew's Primary School

written by:  
The children of St Andrew's Primary School

Hello, we are the Anti-bully Ambassadors. We are here to try to stop bullying and help resolve disputes on the playground.

Read on to find out what bullying is and how you can stop it

### What is bullying?


Bullying is behaviour that hurts someone else. It can include name-calling, hitting, pushing, spreading rumours or threatening someone.

Bullying usually has:

- an imbalance of power - children who bully use their power (sometimes physical strength) to control or harm others
- Repetition—it happens more than once

Some types of bullying:

- Cyber-bullying (online bullying)
- Physical bullying (hurting the body)
- Verbal bullying (using horrible words)




### Who you can tell if you are bullied?

When you get bullied, first say nothing and walk away...then make sure you tell someone!

People to tell include...

- A friend
- A head teacher
- A teaching assistant
- A teacher
- A thrive practitioner
- A parent or guardian
- A lunchtime supervisor
- Grandparents
- Or any trusted adult

You can write it down in your class's Worry Box!



### What to do if you are being bullied

First, speak to the bully. The bully might not realise what they are doing so tell them how you are feeling and stand up for yourself. If this does not work, make it known that you are bullied by telling a trusted adult. While this is going on, make sure that you are keeping your distance and, no-matter how sad you feel, don't let their words get to you. Remember that you are in control of you and they are making wrong choices.

