



Longridge High School

Anti-Bullying Policy (Child on Child Abuse)

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**THE BAY
LEARNING TRUST**

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1 Statement of intent

- 1.1 **Longridge High School** believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.
- 1.2 These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.
- 1.3 The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.
- 1.4 All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

2. Compliance

- 2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - 2.1.1 Education and Inspections Act 2006
 - 2.1.2 Equality Act 2010
 - 2.1.3 Protection from Harassment Act 1997
 - 2.1.4 Malicious Communications Act 1988
 - 2.1.5 Public Order Act 1986
 - 2.1.6 Communications Act 2003
 - 2.1.7 Human Rights Act 1998
 - 2.1.8 Crime and Disorder Act 1998
 - 2.1.9 Education Act 2011
 - 2.1.10 DfE (2017) 'Preventing and tackling bullying'

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2.1.11 DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

2.1.12 DfE (2018) 'Mental health and wellbeing provision in schools'

2.1.13 DfE (2022) 'Keeping children safe in education (2022)'

2.1.14 DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

2.2 This policy operates in conjunction with the following school policies:

2.2.1 Behavioural Policy

2.2.2 Cyberbullying Policy

2.2.3 Child Protection and Safeguarding Policy

2.2.4 Social, Emotional and Mental Health (SEMH) Policy

2.2.5 Searching, Screening and Confiscation Policy

2.2.6 Secondary School RSE and Health Education Policy

3. About this policy

3.1 The school's behaviour policy outlines how discipline and order will be maintained at the school. This policy is supplemental to the behaviour policy and should be read in conjunction with it.

3.2 The school is committed to ensuring all pupils have a safe environment in which they can learn, and is also free from bullying.

3.3 The school defines bullying as follows: -

3.3.1 Any form of physical and/or verbal abuse which can take the form of derogatory name calling, verbal intimidation, social isolation, extortion, physical violence and any discriminatory harassment.

4. Types of bullying

4.1 Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything.

4.2 Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

4.3 Bullying is acted out through the following mediums:

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- 4.3.1 Verbally
- 4.3.2 Physically
- 4.3.3 Emotionally
- 4.3.4 Online (cyberbullying)
- 4.4 **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- 4.5 **Homophobic/biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- 4.6 **Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- 4.7 **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.
- 4.8 **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.
- 4.9 **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues, cultural or class.
- 4.10 **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- 4.11 **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.
 - 4.11.1 The school recognises that bullying can take place in person or online.
 - 4.11.2 The school wants to make it clear to all pupils and parents that bullying, in any form, is completely unacceptable and will not be tolerated.
 - 4.11.3 Those pupils found to be involved in bullying another pupil will be dealt with under the sanctions outlined in the behaviour policy.

5. How to identify if a pupil may be being bullied

- 5.1 School employees, pupils and parents should be alert to changes in a pupil's behaviour. Some pupils may show signs of the following if they are being bullied:
- 5.1.1 becoming shy.
 - 5.1.2 nervousness.
 - 5.1.3 feigning illness.
 - 5.1.4 staying close to adults.
 - 5.1.5 seeking to be absent from the School.
 - 5.1.6 being frightened to travel to or from school.
 - 5.1.7 decreased involvement in school work.
 - 5.1.8 leaving school with torn clothes or damaged possessions or missing possessions.
 - 5.1.9 asking for extra money or stealing.
 - 5.1.10 cuts or bruises.
 - 5.1.11 lack of appetite.
 - 5.1.12 change in behaviour and attitude at home.
- 5.2 Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.
- 5.3 Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, and they will notify the pupil's form tutor, who will investigate the matter and monitor the situation.

6. How a pupil should report bullying

- 6.1 If a pupil feels that they are being bullied, they should speak with an employee of the school. All employees of the school will be trained in how to deal with allegations of bullying.
- 6.2 It would be preferable for the pupil to report an incident (or series) of bullying to one of the following: -
- 6.2.1 their Form Tutor.

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- 6.2.2 their Pastoral Leader or,
- 6.2.3 their Pastoral Support Officer or any trusted adult.
- 6.3 If the perpetrator of the bullying or the victim of bullying is:
 - 6.3.1 On the Special Educational Needs register, Mr Elder (SENCO) must be informed
 - 6.3.2 A Looked After Child, Mrs Rogers (responsible for Looked After Children) must be informed
 - 6.3.3 Creating a concern that the bullying constitutes a Child Protection issue, Mrs Rogers (Designated Safeguarding Lead) must be informed.
- 6.4 These staff will then take the appropriate action depending on the circumstances involved.
- 6.5 Once an allegation has been made the details will be noted down and reported to the pupil's Pastoral Leader.
- 6.6 The allegations will be fully investigated by the Pastoral Leader (or another member of the pastoral care team).
- 6.7 If the outcome of the investigation is to substantiate the allegation of bullying the school will act swiftly to resolve the problem.
- 6.8 The pupil(s) who has been found to be bullying another pupil will be asked to accept the injustice of his/her actions. If it is accepted, the bully will be given a verbal explanation by the investigator as to why the actions of the bully are unacceptable and that the situation will be monitored.
- 6.9 If bullying becomes persistent the school will involve the parents of the bully and victim. The school may put in place one of the following sanctions until the situation has been resolved:
 - 6.9.1 isolating the bully from the victim during break/lunchtime.
 - 6.9.2 moving the bully/victim from the same lessons; and,
 - 6.9.3 in more serious cases the following may be necessary:
 - 6.9.3.1 involving appropriate external agencies.
 - 6.9.3.2 recording incidence on the Pupil File; or
 - 6.9.3.3 suspension or permanent exclusion from the school.

- 6.10 The school has access to support counsellors who are available to assist the bullied pupil and the bully so that any issues arising from the incidence of bullying can be identified and dealt with.

7. Criminality

- 7.1 The School recognises that while bullying itself is not a criminal act some types of threatening or harassing behaviour/communications could be a criminal offence.
- 7.2 If a member of staff feels that an offence has been committed the school will seek assistance from the police.
- 7.3 Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- 7.4 The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- 7.5 Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

8. Roles and responsibilities

- 8.1 The governing board is responsible for:
- 8.1.1 Evaluating and reviewing this policy to ensure that it is not discriminatory.
 - 8.1.2 The overall implementation of this policy.
 - 8.1.3 Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
 - 8.1.4 Ensuring that the school adopts a tolerant and open-minded policy towards difference.
 - 8.1.5 Ensuring the school is inclusive.
 - 8.1.6 Analysing any bullying data to establish patterns and reviewing this policy in light of these.

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- 8.1.7 Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- 8.1.8 Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- 8.1.9 Ensuring that pupils are taught how to keep themselves and others safe, including online.
- 8.2 The headteacher is responsible for:
 - 8.2.1 Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
 - 8.2.2 Keeping a record via synergy of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
 - 8.2.3 Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
 - 8.2.4 Arranging appropriate training for staff members.
- 8.3 Pastoral Leaders/Pastoral Support Offices are responsible for:
 - 8.3.1 Corresponding and meeting with parents where necessary.
 - 8.3.2 Providing a point of contact for pupils and parents when more serious bullying incidents occur.
- 8.4 Teachers are responsible for:
 - 8.4.1 Being alert to social dynamics in their class.
 - 8.4.2 Being available for pupils who wish to report bullying.
 - 8.4.3 Providing follow-up support after bullying incidents.
 - 8.4.4 Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
 - 8.4.5 Refraining from stereotyping when dealing with bullying.
 - 8.4.6 Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

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- 8.4.7 Reporting any instances of bullying once they have been approached by a pupil for support.
- 8.5 The school nurse is responsible for:
 - 8.5.1 Offering emotional support to victims of bullying.
 - 8.5.2 Alerting the relevant Pastoral Leader regarding any incidents of bullying.
- 8.6 Parents are responsible for:
 - 8.6.1 Informing their child's Pastoral Leader or form tutor if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
 - 8.6.2 Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- 8.7 Pupils are responsible for:
 - 8.7.1 Informing a member of staff if they witness bullying or are a victim of bullying.
 - 8.7.2 Not making counter-threats if they are victims of bullying.
 - 8.7.3 Walking away from dangerous situations and avoiding involving other pupils in incidents.
 - 8.7.4 Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

9. Prevention

- 9.1 The school will clearly communicate a whole-school commitment to addressing bullying in the form of a written statement which will be regularly promoted across the whole school.
- 9.2 All reported or investigated instances of bullying will be investigated by a member of staff.
- 9.3 All types of bullying will be discussed as part of the RSE and health education curriculum, in line with the Secondary School RSE and Health Education Policy.
- 9.4 This curriculum will explore and discuss issues at age-appropriate stages such as:
 - 9.4.1 Healthy and respectful relationships.
 - 9.4.2 Boundaries and consent.

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- 9.4.3 Stereotyping, prejudice and equality.
- 9.4.4 Body confidence and self-esteem.
- 9.4.5 How to recognise abusive relationships and coercive control.
- 9.4.6 Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.
- 9.5 Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons.
- 9.6 Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.
- 9.7 Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.
- 9.8 All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.
- 9.9 A safe place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- 9.10 Form tutors will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.
- 9.11 Before a vulnerable pupil joins the school, the pupil's form tutor and the DSL will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.
- 9.12 The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

10. Child-on-child abuse

- 10.1 The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.
- 10.2 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

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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.

10.3 All staff will:

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

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

10.3.3 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.

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

10.3.5 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.

10.3.6 Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.

10.3.7 Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

10.4 Sexual harassment in particular can take many forms, including but not limited to:

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

10.4.2 Sexual “jokes” or taunting.

10.4.3 Deliberately brushing against someone.

10.4.4 Displaying images or video of a sexual nature.

10.4.5 Upskirting (this is a criminal offence).

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

10.5 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.

- 10.6 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.
- 10.7 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.

11. Cyberbullying

- 11.1 The school has a Cyberbullying Policy in place, which outlines the school's zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the relevant sanctions if they become aware of any incidents
- 11.2 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.
- 11.3 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. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

12. Bullying outside of school

- 12.1 The Headteacher has a specific statutory power to discipline 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.
- 12.2 Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off

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the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

- 12.3 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 discipline 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.
- 12.4 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.

13. Monitoring and review

- 13.1 This policy is reviewed every **year** by the Headteacher and the DSL, in conjunction with the relevant stakeholders.
- 13.2 The Head teacher is responsible for monitoring and analysing the recorded data on bullying. Any trends are noted and reported to the Local Governing Body and the Bay Learning Trust.
- 13.3 The Governors are responsible for evaluating the effectiveness of this policy via the termly report.