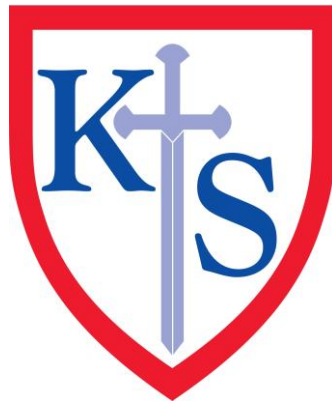


Kingsland CE Primary School

Child-on Child Abuse Policy (Anti-bullying Policy)



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

September 2026

Kingsland CE Primary School

Child-on-Child Abuse Policy (Antibullying Policy)



Date for full implementation:

September 2026

Review date:

September 2027

This policy is to be understood in the context of the school's Attachment Aware Behaviour Regulation Policy and the Safeguarding and Child Protection Policy, as well as the Church of England's guidance [Flourishing for All: Antibullying Guidance for Church of England Schools](#) (2024), the Equality Act 2010, and [Herefordshire Child-on-Child Abuse guidance](#).

Introduction

Kingsland CE Primary School is committed to an education that enables people to live life in all its fullness and fulfils the words of Jesus in John 10:10: "I came that they might have life, and have it abundantly."

Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Kingsland CE Primary School offers a community where everyone is a person known and loved by God, supported to know their intrinsic value, and where we offer a safe and welcoming place for all God's children so they can flourish and fulfil their potential.

School statement on bullying

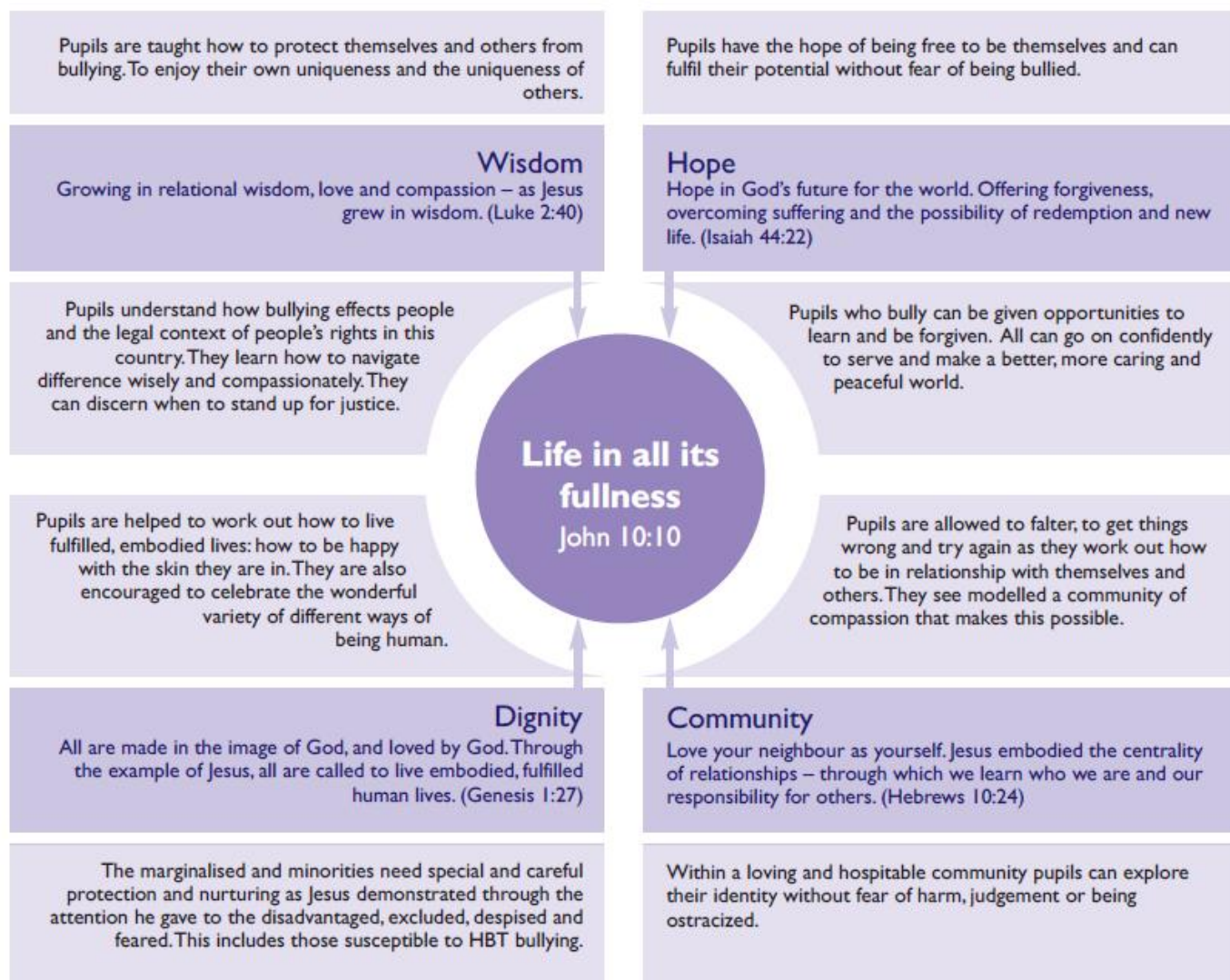
We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

As a Church of England school, we are committed to living out the Church of England's Vision for Education: Deeply Christian, Serving the Common Good.

The Equality Act 2010

The Equality Act 2010 protects people from discrimination (both direct and indirect) and harassment in various fields on the ground of certain 'protected characteristics'. The eight protected characteristics under the Act are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion and belief
- sex
- sexual orientation



What is bullying?

There is no legal definition of bullying. However, our school understands it as behaviour that is:

- **repeated**
- **intended** to hurt someone either physically or emotionally
- **targeted** at certain groups/individuals

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can take many forms and can include:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon

- Theft or extortion
- Persistent Bullying
- 'ganging-up' against someone

It is not:

- teasing
- a one-off mistake arising from anger, frustration or retaliation
- a challenging chemistry of characters
- the mistakes made as we learn to get along with all sorts of different people
- children 'falling out' with each other

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

A simple acronym to consider bullying is 'SEVERAL TIMES ON PURPOSE'



Aims and objectives

2.1 To ensure that this policy is understood in the context of the school's Behaviour Policy which is built on a Christian understanding of how we should respect and care for everyone.

2.2 To be clear that bullying is wrong and will not be accepted in our school. We therefore do all we can to prevent it, by developing a school ethos in which positive attitudes, behaviours and relationships are taught and encouraged.

2.3 The school will not apply the label 'bully' to anyone and will refer to 'bullying behaviour'. As we do not label a child as 'bad'; their 'behaviour is bad'.

2.5 We aim, as a school, to ensure a safe, happy and secure environment where *all* can learn without anxiety, threat, harassment, discrimination or other forms of bullying.

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

2.7 We aim to make all those connected with the school aware of our approach to behaviour and bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school and of the school's expectations surrounding bullying.

2.8 We aim to create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.

2.9 We aim to outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

The role of governors

3.1 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 appropriately.

3.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require accurate records of all incidents of bullying. The Headteacher reports to the governors on request about the effectiveness of school anti-bullying strategies.

3.3 The governing body responds within two working days and at maximum within ten working 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.

3.4 The school behaviour policy contains the rationale behind the school's approach to positively good and understanding behaviour in school.

3.5 The school behaviour policy sets out strategies to manage behaviour used by all staff at Kingsland CE Primary School.

The role of the Headteacher

4.1 The Headteacher sets the school climate of positively good relationships built on understanding, compassion and forgiveness, 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. Christian Values Education has a central place in the school curriculum.

4.2 The Headteacher is responsible for creating an environment of security and trust in which a child can feel free to speak to any teacher or teaching assistant about a situation that is concerning them. The Headteacher will clearly promote that the right course of action if a child feels that they are being treated inappropriately / in a way that may be bullying is to TELL SOMEONE IMMEDIATELY.

4.3 The Headteacher will establish what has occurred directly from the children involved. Time will be taken to listen and make a fair judgement of the situation. As age-appropriate, time and care will be given to explain why certain behaviour is wrong and how it can be amended. Opportunity will be given for the children to resolve conflict situations themselves. The Headteacher will inform parents of the child if her/his behaviour is understood to be 'bullying' or if a child's attitude or behaviour to others is likely to lead to 'bullying'. The Headteacher will also inform the parents of any child who has suffered from bullying behaviour.

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

4.5 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.

The role of the teacher

5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

5.2 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and counselling, support and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: 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 involved in bullying other children, we inform the Headteacher and other staff as appropriate.

5.3 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.

5.4 Class teachers follow up any unacceptable behaviour immediately, working with the children involved in a one to one situation or sometimes in small groups.

5.5 Teachers attend training, when appropriate, which enables them to become equipped to deal with incidents of bullying and behaviour management.

The role of parents

6.1 Parents should encourage their child to say immediately to a teacher, teaching assistant or the headteacher, if someone is hurting them physically or emotionally. Immediate intervention is the most effective.

6.2 Parents need to have confidence that the school sees the big picture of relationships in class and at playtime. Parents should avoid making their own judgements about behaviour / bullying. Any concerns about perceived 'bullying' should be discussed with the Headteacher (see Unacceptable Behaviour Policy).

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

6.4 Parents have a responsibility to support the school's Attachment Aware Behaviour Regulation Policy and Child-on-Child Abuse Policy and to actively encourage their child to be a positive member of the school.

Child-on-child Abuse

Child-on-child abuse is sexual, emotional or physical abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2021).

It can be harmful to the children who display it as well as those who experience it. Children can experience child on child abuse in a wide range of settings, including:

- at school
- at home or in someone else's home
- in public spaces
- online

(NSPCC, 2018).

It can take place in spaces which are supervised or unsupervised. Within a school context, for example, child on child abuse might take place in spaces such as toilets, the playground, corridors and when children are walking home (Contextual Safeguarding Network, 2020).

As children develop healthily, it's normal for them to display certain types of behaviour. It's important that adults who work or volunteer with children can identify if any behaviour has become harmful or abusive, and respond proportionally to keep all the children involved safe.

All staff should recognise that children are capable of abusing their peers. All staff should be clear about the school's policy and procedures with regard to child-on-child abuse.

The governors and staff are clear that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";

The governors and staff recognise that there is a gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously.

The governors and staff recognise the different forms child-on-child abuse can take, such as:

- bullying (including cyber bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- youth and serious youth violence
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nudes and semi-nude images or videos
- sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.
- Harmful sexual behaviour
- Relationship abuse, teenage relationship abuse or domestic violence
- Child sexual exploitation
- Prejudice –based violence

Vulnerable groups

We recognise that all children can be at risk; however, we acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence; young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify or are perceived as LGBTQIA+ and/or have other protected characteristics under the Equalities Act 2010.

Whilst research tells us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools, this is not confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience child-on-child abuse, but they do so in gendered ways.

Identifying child-on-child abuse

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include;

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm
- a significant change in wellbeing
- signs of assault or unexplained injuries.
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Homophobic, biphobic or transphobic bullying

HBT bullying can be defined as behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or are perceived to be, lesbian, gay, bisexual or transgender (e.g. children of same-sex couples).

At Kingsland CE Primary School, we are committed to ensuring we build a school culture and community where all staff members and all pupils feel confident and supported in challenging ALL forms of bullying, including homophobic, biphobic and transphobic bullying.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored using an Incident Record and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using My Concern.

Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted antibullying interventions.

Responding to Bullying / Child-on-Child Abuse

When bullying / unacceptable incidents have been reported, the following actions will be taken:

- The headteacher will record the incident on an Incident Record and will share information with relevant staff on a need-to-know basis
- Appropriate support will be offered to the target of the bullying
- Staff will respond proactively to support the needs of the pupil who has demonstrated bullying behaviour
- Staff will inform parents as appropriate
- Staff will assess whether any other authorities (e.g. police / LA) need to be involved

School strategies to prevent and tackle bullying / Child-on-Child Abuse

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- Our curriculum includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle time and Class-based Worship Times provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.

Monitoring and review

7.1 This policy is acted on daily by the staff and Headteacher, who report to governors about the effectiveness of the policy on request.

7.2 This anti-bullying policy is the governors' responsibility and they regularly review its effectiveness.