

For With God Nothing is Impossible' Luke 1:37

Church Lench CE First School

Anti-Bullying Policy 2025

At the heart of the school is our belief that 'with God nothing is impossible.' This allows our children and staff to have high hopes and aspirations and develop resilience and perseverance in all aspects of life in a happy, safe and inclusive environment.

Church Lench CE VC First School

Anti- Bullying Policy 2025

Responsibility, Compassion, Hope, Perseverance, Thankfulness

In accordance with our Christian values, we hope that every child will experience a happy and joyful time at our school. Everyone should be respected and appreciated as individuals and given the courage to be honest with their peers and the teaching staff. As a result, the school will trust each other and work in unity, which in turn will increase the quality of the child's time here. It is our responsibility to develop a warm, caring environment, where the safety of every child is of paramount importance. Our behaviour policy stresses the importance of rewarding and encouraging 'good' behaviour. We promote an atmosphere where children and parents are able to talk about bullying. By raising awareness of bullying among parents, children and all staff, we aim to prevent bullying behaviour.

What is Bullying?

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 (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice 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.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Online/ cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. We are very aware on online gaming sites such as Fortnite, Minecraft, and Fifa where children play each other

For With God Nothing is Impossible' Luke 1:37

and chat online. We ensure that our online safety and PSHE sessions highlight the dangers of playing games online and that children know how to keep themselves safe. Parents are also kept informed of online safety issues via newsletters, meetings and our school website. Social media sites can also present a risk of bullying online and we ensure that children learn how to be kind to others on sites they may access such as Tik Tok, Snap Chat, Facebook and Instagram. (NB these sights should only be accessed for 13 years+ but we are aware some pupils may access these). They are also informed about what to do if they encounter unkind message or bullying incidents.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the head teacher, that staff member can examine data or files, and delete these, 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.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Advice for staff on finding nudes/ semi -nudes pictures

In the advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. **This is a form of child sexual abuse and must be referred to the police as a matter of urgency. All staff have been given instructions about what to do if this happens in the workplace.**

At Church Lench CE First School we believe in tolerance – but do not tolerate bullying in our school.

We actively encourage children to tell and share the following top tips:

1. Talk to someone who you can trust;
2. Don't blame yourself it is not your fault;
3. Try to stay in a group;
4. Walk away if you can;

For With God Nothing is Impossible' Luke 1:37

5. Ignore them;
6. Make new friends;
7. Stay where you feel safe;
8. Be responsible for your peers and show compassion
9. Celebrate and be thankful that everyone is unique and made in God's image
10. Accept yourself for who you are
10. Keep telling people.

At Church Lench CE First School we expect excellent behaviour at all times where pupils and staff treat one another with respect because they know this is the right way to behave. This culture extends to the playground, assemblies, dining hall, church services and beyond the school gates including travel to and from school. Our core Christian values are instilled within our school vision and ethos. Children have a clear understanding of how our actions affect others and this permeates the whole school environment and reinforced by staff and pupils setting a good example to the rest.

At Church Lench CE First School we:

- Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
- Involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Teaching through regular PSHE and ICT lessons and collective worship.
- Provide support for the victim of bullying behaviour
- Provide support for 'bullying behaviour' a child displays finding out the reasons behind this behaviour and how we can support them moving forward and how someone should be treated with respect.
- Regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers,
- Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities. We also teach children that using any prejudice based language is unacceptable. (PSHE, RE and Collective worship and teaching of British Values)
- Use specific organisations or resources for help with particular problems. We use anti bullying sites including NSPCC , Banardos and online safety sites such as CEOP 'Think You Know' to draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.

For With God Nothing is Impossible' Luke 1:37

- Provide effective staff training. Anti-bullying policies are most effective when all our school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. We invest in specialised skills to help our staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils.
- Work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. We also work with other agencies such as Early Help Supporting families.
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- We create a safe and inclusive environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- Celebrate success. We believe that celebrating success is an important way of creating a positive school ethos around the issue.
- Instill Christian and British values to promote tolerance and respect for each other.
- Provide interventions to support emotions and teach empathy to prevent any bullying behaviour
- Ensure online safety is high priority and is taught regularly throughout the curriculum.

Intervention - Support for pupils who are bullied

We have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include:

- a quiet word from a teacher that knows the pupil well,
- asking the SENDCo/ Head Teacher to provide support with an action plan
- providing formal counselling,
- engaging with parents,
- referring to local authority children's services,
- completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Vulnerable pupils

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils who are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with

For With God Nothing is Impossible' Luke 1:37

- special educational needs or disabilities,
- those who are adopted,
- those who are suffering from a health problem
- those with caring responsibilities may be more likely to experience bullying because of difference.
- Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening.

Intervention - Discipline and tackling underlying issues of bullying

Church lench CE First School will not tolerate bullying. Disciplinary measures will be applied fairly, consistently, and reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. We will always discuss concerns or situations with the child and find out the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves.

Types of Bullying Behaviour in School

We are aware that bullying occurs from time to time in every school. Bullying is a label for the behaviour not the child. Retaliation is not an acceptable way of dealing with aggression. It is important that all incidents are dealt with, and sanctions applied to the aggressor by teaching or non-teaching staff. **It is important to differentiate between bullying and 'one off' incidents, although the latter will always be taken seriously.** Staff are always available to listen to children and encourage them to explain what situation has happened and why certain behaviours have occurred. Children are encouraged to tell their teacher if they are being bullied, or think bullying is happening to another child. Bullying behaviour may be:

- hitting, kicking, pinching, spitting or being threatened, aggressive 'play',
- name calling/constant teasing/spreading rumours, racist language,
- deliberately destroying another child's property
- repeatedly excluding a child/ not talking to them/not letting them join in.

All teaching and non-teaching staff should be alert to signs of bullying. Incidents including online/ cyber-bullying, sexting, racist, homophobic and gender-related bullying will be recorded in the incident behavior book and coded appropriately. When bullying behaviour is

For With God Nothing is Impossible' Luke 1:37

detected the incident will be taken seriously and action will be taken quickly. Support and advice will be given to the victim, and appropriate sanctions will be applied to the 'aggressor/ perpetrator'. The class teacher and Head will be informed, the incident will be recorded, and subsequent behaviour of the child/children will be monitored with a possible action plan and risk assessment in place to support the victim. All sets of parents will be informed.

Where bullying has a severe impact

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. At Church Lench CE First School we will do everything we can to prevent a situation like this occurring. Positive mental health and well-being is high priority in our school, and we try to ensure that all our children of God are happy in themselves and know whom they can talk to when they are worried. However, if it does, we will ensure we make appropriate provisions for a child's short-term needs, including setting out what actions we are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then we will consider whether the child will benefit from being assessed for SEND.

Special Educational Needs and Disabilities (SEND) Code of Practice

While bullied children will not be routinely considered as requiring SEN support, we will provide support in a proportionate and tailored way to meet individual needs.

Child Protection

We recognise that there will be occasions when bullying incidents will fall within child protection procedures or may be deemed criminal activity and that it may be necessary to report the concerns to the Children's Social Care or to the Police.

Child on Child Abuse (see also safeguarding and behaviour policy)

All our staff are aware that children can abuse other children (often referred to as child-on-child abuse). It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All our staff understand, that even if there are no reports in the school, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse, they should speak to their designated safeguarding lead (or deputy).

All our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boy being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Child-on child abuse is most likely to include, but may not be limited to:

For With God Nothing is Impossible' Luke 1:37

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- 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;
- consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All our staff are clear as to the school's policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All our staff will be aware of the indicators, which may signal 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 or a significant change in wellbeing, or 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 and may be at risk of criminal exploitation

All our staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.](#)

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a

For With God Nothing is Impossible' Luke 1:37

continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Our school will respond to reports of child-on-child sexual violence and sexual harassment.

For detailed information on what sexual violence and sexual harassment constitutes, important context to be aware of, related legal responsibilities for schools and colleges, advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment and more detailed advice on responding to reports see:

[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#).

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour.

Staff must never tolerate or dismiss concerns relating to child on child abuse.

Support for staff who are bullied

It is important that schools take measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. See DFE guidance [Preventing and tackling bullying](#).

Separate on site provision

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. In itself, it also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. We will always:

- Respond sensitively to where an absence arises as a result of bullying.
- Do all we possibly can to ensure bullied children continue to attend school.
- Provide respite for a child who feels bullied in the presence of another child/s whilst maintaining educational provision
- Ensure the child and parents feel reassured that the school is doing everything possible to tackle the bullying and that they feel safe in school whilst appropriate measures are being taken

Alternative Provision

In extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into our school, then it is our responsibility for other arrangements to be made for the pupil to continue their education. In the first instance this may involve the transfer of the child to another mainstream school. Where a child has developed complex needs as a result of bullying, which cannot be met in mainstream education, then alternative provision may need to be arranged.

The Local authority must make other arrangements for children of compulsory school age who, for any reason, would not otherwise receive suitable education. Suitable education is defined as efficient education suitable to a child's age, ability and aptitude and to any special educational needs the child may have. This education must be full time, unless this would not be in a child's best interests because of health needs. In these circumstances the education should be as close to full time as the child's needs allow and kept under review.

For With God Nothing is Impossible' Luke 1:37

Separate statutory guidance on the use of alternative provision, issued in January 2013 updated 2016 sets out that parents, pupils and other professionals should be involved in decisions about the use of alternative provision. It also states that there should be clear objectives and arrangements for monitoring progress.

Alternative provision should have a rigorous focus on supporting children to continue their Education whilst meeting their individual needs, including social, emotional and health needs. In the majority of cases, the aim of alternative provision should be to support reintegration back into mainstream education, working closely with pupils and their parents to agree a plan and timetable for return.

Monitoring our Anti-Bullying Policy

The effectiveness of the bullying policy will be monitored by all staff with reference to the number of reported incidents of bullying. The policy may be reviewed at any time, but will certainly be reviewed annually.

In conclusion, it is important to remember that young children often fall in and out of friendships. Sometimes this can last for a few days, and the child may be upset. However, it would be unjust to label a child a 'bully' merely because they had had an argument with a friend. If the situation is more serious than this and the child is distressed, then the school will do all that it can to help.

Date: September 2025

Review Date: September 2026

Signed: *Sam Price*