

# Lytham C of E Primary School



## Anti-Bullying Policy

*To inspire everyone in our school family to be the best they can be within our caring Christian community.*

*Our strap line is, 'Together We Grow With God'.*

### **Purpose**

The purpose of this policy is to:

- Promote a consistent approach and to create and reinforce a climate in which all types of bullying are regarded as unacceptable.
- Promote a shared understanding of bullying behaviour and raise awareness amongst pupils, staff, parents and carers and ensure all those connected with the school aware of our opposition to bullying.
- Make sure all pupils feel that have someone to talk to if they feel like they are being bullied.
- Produce a consistent school response to any bullying incidents that may occur.
- Provide a secure and robust framework for managing incidents.

### **Definition**

The following definitions are given so that they can be shared and understood by all members of the school community including pupils, parents, staff and governors.

The DFE (Department for education) definition of bullying is:

- Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

For the purpose of this policy, 'bullying' is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils with SEND
- Pupils who are adopted
- Pupils suffering from a health problem
- Pupils with caring responsibilities

### **Types of bullying**

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

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

**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.

**Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

**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.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

### **Online Bullying**

Online Bullying is the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone.

Online bullying can take many forms:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Pressuring children to send sexual messages or engaging in sexual conversations

Signs that a child is being bullied may include:

- Being frightened of walking to and from school
- Changing route to school
- Being unwilling to go to school or out to play
- Showing a deterioration in the standard of work
- Having clothes torn or possessions ruined
- Having unexplained cuts or bruises
- Erratic attendance
- Lack of eye contact
- Going home hungry because lunch was stolen
- Becoming withdrawn, distressed or unable to eat
- Crying themselves to sleep or having nightmares
- Asking for money or starting to steal
- Becoming uncharacteristically aggressive, surly or unreasonable
- Beginning to bully siblings or other children

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 would be approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's teacher, who will investigate the matter and monitor the situation.

## **Roles and responsibilities**

### **Governing Body**

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

### **Headteacher**

The headteacher is responsible for:

- 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.
- Keeping a chronology of Bullying on CPOMS of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented and communicating the findings with Governors.
- Arranging appropriate training for staff members.

Headteacher/Deputy Head are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.

### **Staff**

Staff are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.

- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the key stage leaders of such observations if necessary.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

### Parents/Carers

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

### Pupils

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

### Application of the Policy

This policy applies to both child to child bullying and child to adult bullying. Separate procedures exist for adult to adult bullying in the school setting.

Where adult to child bullying is suspected, separate staff discipline procedures will be applied.

The policy can be applied to all areas and all aspects of the school. In appropriate cases, the school has the ability to extend the policy to out of school bullying. The most recent DFE advice makes it clear that the jurisdiction of the behaviour and anti-bullying policy can be extended to include the conduct of pupils when they are not on the school site and not under the control of a member of staff.

### Prevention

At Lytham Church of England Primary School we aim to provide a strong ethos and a safe and secure environment which will prevent bullying occurring in the first place. Preventive measures and lessons which educate children about the importance of looking after one another and treating each other in a respectful, kind manner help to reduce incidents of bullying.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils empathise with and understand the feelings of bullied children, as well as those who display bullying behaviours. The PSHE

curriculum supports children's understanding of how to make good choices and show tolerance towards others.

### **School Response to Bullying Behaviour**

#### **Reporting and dealing with bullying behavior**

We encourage children that 'it's good to talk to adults if they feel that they are being bullied'. Through developing a caring ethos in the school, children should be confident in approaching any member of staff in school. When a child makes a bullying disclosure, the adult will listen carefully, make a record and add to CPOMS. Alongside this record, the member of staff, if not the child's class teacher, will report the incident to the class teacher straight away.

On occasion, staff may witness bullying behaviour or have concerns about behaviour around school or in the playground. All staff understand how to report these concerns- to the child's class teacher or a member of the senior leadership team.

Teaching staff will, in the first instance, consider the facts and speak to those involved. Accounts will be recorded and added to CPOMS. If they consider that bullying has taken place, this will be discussed with the Headteacher or member of the Senior Leadership Team. The headteacher/ deputy will speak with all children concerned and will confirm whether bullying has taken place or not.

The child displaying bullying behaviours will be supported to understand the consequences of their actions and warned that there must be no further incidents.

The headteacher/ deputy headteacher will contact the parents/ carers of both the child displaying bullying behavior and the child who has been bullied to organise separate meetings in school. Within both meetings, the headteacher will explain the consequences for the child displaying bullying behaviours, if such behavior continues. This would include suspension- see Behaviour Policy.

If these bullying behaviours continue, and do not improve after suspension, the Headteacher/ deputy headteacher will contact external support agencies for further support and guidance. This will be discussed with the child's parents/carers so that work can be carried out collaboratively to support the child.

Parents are also encouraged to report bullying behaviour to the school. If a child tells their parents that they think they are being bullied, parents should re-assure their child that help can be provided. Parents should try to stay calm and listen carefully encouraging their child to talk about their concerns. If a parent still has concerns then they should report this to the class teacher. Parents should be aware that the teacher may have no idea that the child is being bullied, but can be reassured that the relevant steps will be followed.

The head teacher/deputy head along with staff in the child's year group will informally monitor the children involved over a period of time.

#### **Support for children and parents after incidents**

Immediately after a disclosure, the child who has reported the bullying, will be supported. Children can expect to be listened to and have the opportunity to discuss the experience with a teacher or with an

adult of their choosing. They can also expect to be told what the outcome of any investigation and action that has been taken.

Long term support, as needed, can be implemented to help raise a child's self-esteem and confidence. In more complex cases, the school may seek the advice of other professionals to offer appropriate support.

Children who has bullied will be helped by discussing what has happened and why, giving them time to reflect on their actions and the effect on the other child. Their parents/carers will be informed to help discuss how their behaviour can be improved.

### **Range of actions and intervention strategies that may be applied**

There are a range of actions that the school can take to tackle bullying behaviour. The school will decide which are appropriate and reasonable in light of the severity of individual incidents.

Possible actions include:

- Parental involvement
- Discussion between all parties
- Opportunities to reconcile their action- verbal or written apology
- Removal of privileges e.g. playtime etc.
- Referral to outside agencies
- Suspension

### **Bullying outside of school**

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.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it is investigated and acted on. 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.

The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, 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 are always informed.

### **Cyberbullying**

Cyberbullying is a form of bullying.

Guidance from the DFE defines cyberbullying as: 'the use of Information and Communication Technology, particularly mobile phones and the internet, deliberately to upset someone else.'

We view Cyberbullying in the same light as any other form of bullying and will follow the consequences of this policy if they become aware of any incidents.

There are some aspects of Cyberbullying that are different to other forms. These being:

- It can be an invasion of home and personal space and can be perpetrated at anytime.
- The audience can be large and reached rapidly.
- People who Cyberbully have a perception of anonymity.
- Bystanders to Cyberbullying can easily become perpetrators by passing on messages.
- The profile of the bully and the target can be different; Cyberbullying can take place both between peers and across generations. Teachers can also be targets.

### **Prevention of Cyberbullying**

We aim to prevent cyberbullying through discussions with children about their responsibilities in their use of ICT. These discussions not only take place in Computing lessons, but also form part of the PSHE curriculum.

We have an Online Safety Policy and Acceptable Use Agreements. Within these documents, guidance can be found for staff, pupils and visitors on the acceptable use of the internet and when elements of online safety are taught.

We share information about the safe use of technology through school newsletters and social media. We aim to promote a positive view of technology in school, where it is used to support engaging, positive and effective learning. We aim to use computers in a safe manner to support pupils' self-esteem, participation and to develop friendships. As we do this, we will always refer back to appropriate use of the internet, online safety and digital literacy. Attention will be drawn to appropriate use of mobile phones, instant messaging, chat rooms, e-mail and social networking sites. The use of unrestricted chat rooms and social networking sites is not allowed in school. Any e-mail and use of the schools virtual learning environment will be closely monitored by staff.

This Anti-Bullying Policy and the Online Safety Policy will be reviewed in response to any incidents of Cyberbullying.

### **Responding to Cyberbullying**

In light of the Education and Inspections Act 2006, the school has a responsibility to regulate the conduct of pupils when they are off site, particularly relating to forms of bullying. Therefore, any incidents or concerns over Cyberbullying whether in school or out will be dealt with in line with the Anti-Bullying Policy.

It is particularly important that parents/carers are informed about Cyberbullying incidents to ensure that children remain safe and their behaviours monitored at home.

### **Inclusion and Racism**

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Class teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. Any racist incidents are recorded (CPOMS) and reported to the governing body by the Headteacher. The school contacts parents/carers of those pupils involved in racist incidents.

## **Child on Child Abuse**

Child on Child Abuse is defined as a serious form of abuse between persons of a similar age and as such has wider safeguarding implications.

Lytham Church of England Primary School recognises that children are vulnerable and capable of abusing other children. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of 'banter' or 'growing up'.

Child on child abuse and harmful sexual behavior can occur between two children of any age and sex or a group of children sexually harming a single child or group of children.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

As set out in Part one of Keeping Children Safe in Education 2025 (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

## **Aims**

The aims of this section of our policy are:

- To set out our strategies for preventing, identifying and managing child on child abuse.
- To take a contextual approach to safeguarding all children and young people involved. Acknowledging that children who have allegedly abused their peers or displayed harmful sexual behavior are themselves vulnerable and may have been abused by peers, parents or adults in the community.

## **Context**

We recognise that all behaviour takes place on a spectrum and understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it in a Primary School.

## **Types of abuse**

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

- Child Sexual Exploitation
- Child Criminal Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Initiation/Hazing
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)

## **Sexual Violence and Sexual Harassment**

This must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges with consideration of:

- Managing internally
- Early Help
- MASH referral
- Reporting to the police

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.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Sexually harmful behaviour may include:

- Inappropriate sexual language
- Inappropriate role play
- Sexual touching
- Sexual assault/abuse
- Upskirting

### **Upskirting**

Where someone takes a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Dismissing or tolerating such behaviours risks normalising them.
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'.
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

### **Vulnerable groups**

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable:

- 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 LGBT 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.

### **Responding to reports**

All reports of child on child abuse will be made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

### **Risk Assessment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs' assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them

Risk assessments will be recorded in CPOMS and kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with the MASH team for advice and guidance.

### **Confidentiality**

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

### **Monitoring and review of Anti bullying Policy**

This policy is monitored by the Headteacher, who reports to governors on request about the effectiveness of the policy. The Headteacher and governing body will use information from recording of bullying incidents, information from pupils and parent/carers questionnaires and other sources to update this policy as required.

This Anti-Bullying Policy is the governors' responsibility, and they review its effectiveness annually. They do this via discussion with the Headteacher. Governors ask questions to determine if there are patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

Signed: **Miss Hannah Davies, Headteacher**

Date: **September 2025**

Review Date: **September 2026**

Agreed by the Governors: November 2025