



Anti-Bullying, Equality and Relational Policy

March 2025

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Document control and record of amendments

Version	Reason for amendment	Sections amended	Amended by/date	Reviewed by/date	Approved by/date
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Date for Review: March 2026

1. Introduction

- 1.1 This policy has been produced in consultation with members of our school community. This consultation has taken place through pupil conferencing, community workshops, parent information evenings, staff and governor meetings and with outside agency support.

2. Definition of Bullying and Child on Child Abuse

Bullying

- 2.1 Bullying is behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally. It may be:
- **Physical** (pushing, kicking, hitting, spitting, punching or any use of violence)
 - **Emotional** (being unfriendly, excluding, tormenting, threatening, gesturing)
 - **Verbal** (name-calling, sarcasm, spreading rumours, teasing, deliberately excluding others by choosing to communicate in a language other than English))
 - **Racist** (racial taunts, graffiti, gestures, treating people differently because of their race, the colour of their skin, taunting in another language)
 - **Homophobic** (taunts or name calling focusing on the issue of sexuality e.g. using words like 'gay' as an insult)
 - **Sexist** (treating people differently based on whether they are female or male.)
 - **Cyber bullying** (all areas of internet abuse, such as email and internet chat room misuse, mobile threats by text messaging and calls or misuse of associated technology, i.e. camera and video facilities)
 - **Disablist** (treating someone differently if they are disabled)
 - **Classist** (deciding that someone is from a particular social class, usually if they are seen as being rich or poor and bullying them because of this)
 - **Ageist** (treating someone unfairly because of their age)
 - **Religious** (discriminating against someone due to their set of beliefs)
 - **Misogynistic** (strongly prejudiced against women)
- 2.2 Bullying can be directed at an individual or focused on the characteristics of those associated with the bullied individual (for example taunting an individual about the sexuality of a sibling or a family member being disabled).
- 2.3 All bullying whatever the motivation or method, is unacceptable and will not be tolerated.

Equality

- 2.4 Equality refers to the right of different groups of people to have a similar social position and receive the same treatment. Equality, as used within this policy, is the state achieved where no-one is subjected to bullying or child on child abuse.

A Hate crime or Hate incident

- 2.5 As defined by The College of Policing 2014, a hate incident is any incident, which may or may not constitute a criminal offence, which is perceived by the person who has been impacted by the behaviour, or any other person, as being motivated by hostility or prejudice.
- 2.6 A hate crime is any hate incident, which constitutes a criminal offence, which is perceived by the person who has been impacted by the behaviour, or any other person, as being motivated by

hostility or prejudice. A hate crime or incident may be:

- Verbal abuse,
- Intimidation,
- Threats of violence
- Hoax calls,
- Abusive phone or text messages,
- Hate mail, online abuse,
- Displaying or circulating discriminatory literature or posters,
- Harm or damage to things / belongings or graffiti.

2.7 Much bullying, hate crimes or hate incidents are of a covert nature, indeed, simply bringing it into the open sometimes goes a long way towards solving the problem.

Child-on-Child abuse

2.8 Child-on-child abuse applies to abuse by one child of another child, regardless of the age or stage of development between them. This form of abuse is when there is any kind of physical, sexual, emotional or coercive control exercised between children both on and offline and inside and outside of school. Child on Child abuse is most likely to include, but may not be limited to:

- **Bullying** (including cyber bullying, prejudice based and discriminatory bullying as defined on previous page)
- **Abuse in intimate personal relationships between children**
- **Physical abuse** (including hitting, kicking, shaking, biting, hair pulling and may include threatening or encouraging physical abuse both in person and online)
- **Emotional abuse** (involves deliberately trying to scare, humiliate, isolate or ignore a child and can include constantly criticizing, name-calling, making a child perform degrading acts and threatening them)
- **Sexual violence** (such as rape, assault by penetration, sexual assault and may include threatening or encouraging sexual violence both in person and online)
- **Sexual harassment** (such as sexual comments, remarks, jokes both in person and online)
- **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 nude and semi-nude images and/or videos** (also known as sexting or youth produced sexual imagery)
- **Upskirting** (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 person who has been impacted by the behaviour humiliation, distress or alarm)
- **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 include an online element)

3. Our Aims

- 3.1 The whole school community (pupils, staff, parents, carers and governors) are involved in, and responsible for, making Elmbridge Primary School a caring, safe and secure environment in which to work and play together.
- 3.2 All members of the school community have a duty to actively tackle bullying and promote an environment where each child is seen as an individual.

Children who may be particularly vulnerable

- 3.3 Some children may have an increased risk of being bullied or being the person who is impacted by child-on-child abuse. Many factors can contribute to an increase in risk, including prejudice, discrimination, isolation, social exclusion and communication issues. Those working within the school are therefore particularly alert to the increased vulnerability of children who are:

- Vulnerable to discrimination and maltreatment on the grounds of the following **protected characteristics**: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.
- Pupils with English as an Additional Language (EAL)
- Children in Care
- Privately fostered
- Vulnerable to child-on-child abuse
- Living in domestic violence/abuse
- Vulnerable to sexual violence, sexual harassment
- Vulnerable to Child Sexual Exploitation (CSE) / Child Criminal Exploitation (CCE)
- Affected by parental substance misuse
- Exposed to radicalization
- Potentially at risk of honour-based violence, forced marriage, female genital mutilation
- Potentially at risk of gender-based violence
- Involved directly or indirectly in prostitution or child trafficking
- Asylum seekers
- Gypsy, Roma or Traveller (GRT) group
- Living away from home Living in temporary accommodation or homeless
- Living transient lifestyles
- Living in chaotic and unsupportive home situations
- Exposed to social media and mobile abuse
- Subject to or exposed to Teenage Relationship Abuse
- In the court system
- Parents in prison
- Young Carers/Young Ambassador
- Lesbian, Gay, Bisexual, Transgender, Queer plus other sexual identities (LGBTQ+)

4. Identifying Bullying and Child on Child Abuse

- 4.1 A child may indicate by signs or behaviour that they are being bullied or are the person who has been impacted by child-on-child abuse. Adults should be aware of these signs and behaviours as they could indicate other problems, bullying, or being the person who has been impacted by child-on-child abuse. The signs and behaviours listed below should all be considered a possibility that a child is experiencing bullying or child on child abuse and be investigated.

If a child:

- Is frightened of walking to or from school
- Is unwilling to go to school (school phobic)
- Is unwilling to interact with certain other children or adults
- Lacks concentration
- Becomes withdrawn anxious, or lacking in confidence
- Cries themselves to sleep at night or has nightmares
- Feigns illness
- Clings to adults
- Begins to do poorly in school work
- Has possessions which are damaged or go missing
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Goes off their food, eats too much or stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received

5. Bullying, Hate crimes or Hate Incidents against Staff

- 5.1 The Governing Body and Senior Leadership Team have a duty of care for all staff, and the bullying of school staff, or hate crimes or hate incidents against school staff, whether by pupils, parents or other staff will not be tolerated.
- 5.2 Report any incidents to your team leader (or if appropriate, directly to the Head teacher or one of the Assistant Head teachers)
- 5.3 All incidents will be dealt with in a confidential manner, with appropriate action taken to support the member(s) of staff involved. (For more information see 'Keeping Children Safe in Education', section 4).
- 5.4 Any hate incidents perpetrated by adults working in school will be reported to the police, as these may have the potential to be a criminal offence. The school will also take a restorative approach to hate crime incidents to modify behaviors and support both those impacted by and those displaying the behaviors.
- 5.5 See Equalities Duty policy for further guidance.

6. Strategies for combatting and preventing Bullying and Child on Child Abuse

- 6.1 The school aims to prevent and combat bullying by proactively gathering, recording and sharing information, at an early stage, about issues between pupils, which might provoke conflict or result in bullying taking place.
- 6.2 We celebrate similarities and difference and diversity, so all children see themselves and their families as represented and valued. Bullying is actively tackled through;
- The school curriculum, including the Wellbeing curriculum.
 - Circle time activities are a valuable way of educating children in this area
 - Pupil conferencing allows children to share their own strategies and implement them as a school if appropriate
 - Assemblies are used to give children shared messages surrounding these topics and make them aware of what is acceptable within the school
 - Displays are put up in communal areas throughout the school to give children visual reminders and strategies
 - Staff meetings and briefings are held each week to update staff and discuss strategies and ensure there is a consistent approach across the school
 - Pastoral support is offered to children who need it and pastoral TAs are available to children in each year group
 - Worry monsters are easily accessible for children in every classroom throughout the school, where they can write their worry down and 'feed' it to the monster for staff to read and act upon if necessary
 - British values are taught and modelled to children by staff every day around the school as part of our school ethos
 - Children identify a trusted adult through their 'Personal Networks'
 - Staff use inclusive language, to be sensitive to the circumstances of the children and their families
- 6.3 The school most frequently discovers that bullying and child-on-child abuse are taking place when the person who has been impacted by the behaviour or their parents/carers inform us. In order to deal with the matter effectively it is essential that all reported incidents are dealt with swiftly and consistently by the relevant member of staff.
- 6.4 It is incumbent on all teachers, support staff, governors and parents to ensure that any alleged bullying or child on child abuse can be reported openly, honestly and with appropriate discretion and confidentiality at all times. All pupils shall be encouraged to openly report and discuss any alleged issues promptly with trusted adults and with reinforcement of the confidentiality that any allegations are made in.

7. Procedures to follow

- 7.1 Staff will need to use their professional judgment as to whether some incidents should be recorded as child-on-child abuse or bullying, but should take care not to under record. If there is any doubt, advice should be taken from the safeguarding team.
- 7.2 When it is established that bullying or child-on-child abuse has taken or is taking place:
- It will be dealt with immediately
 - A clear account of the incident will be recorded, on the school Safeguarding and Child Protection Software for Schools (CPOMS) by the class teacher, Year group leader, or where appropriate, to the Head teacher, Assistant Head teacher or Designated Safeguarding Lead
 - The behaviour is labelled, not the child
 - The Head teacher or Assistant Head teachers will continue to deal with the incident if necessary.
 - All relevant members of staff will be kept informed
 - Parents will be kept informed and invited in for a meeting if necessary
 - Appropriate disciplinary action will be taken
 - In more extreme cases the Head teacher or Assistant Head teachers may contact external support agencies including Early Help coordinators, Police School Beat Team, Victim support or social care in order to support individuals
 - If deemed appropriate, restorative conversations may be held
 - After the incident / incidents have been investigated and dealt with, each case will be monitored to prevent repeated bullying or child on child abuse from taking place
 - If the incidents continue it may result in the person who has displayed the behaviour being suspended or excluded
 - In some circumstances one or more of the Pastoral Team (made up of assigned year group TAs, our Pastoral Support Worker, DSLs, school counsellor and Pastoral Lead) may work with children who have been affected by or involved in the incident, on a specific programme of work
 - The children who have been impacted by the behaviour will have access to a range of support and resolutions, including but not limited to counselling and the pastoral team
 - Bullying and child-on-child abuse data will be accurately recorded and collated and reported to governors
 - Where a bullying or child-on-child abuse disclosure leads to a concern regarding safeguarding, the school safeguarding policy will be followed

8. Further Advice and Support

Organisations that can support parents/young people with bullying:

Childline	0800 11 11 www.childline.org.uk
Victim Support	0808 281 0112 www.victimsupport.org.uk
Advisory Centre for Education (ACE)	0300 0115 142 www.ace-ed.org.uk
Civil Legal Advice	0845 345 4345 www.gov.uk/civil-legal-advice
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	07496 682785 www.kidscape.org.uk
Parentline Plus	0808 800 2222 www.familylives.org.uk/how-we-can-help/confidential-helpline
Youth Access	020 8772 9900 www.youthaccess.org.uk
Bullying Online	www.bullying.co.uk
Child Exploitation and Online Protection Centre	www.thinkuknow.co.uk
Anti-Bullying Alliance	www.anti-bullyingalliance.org.uk
NSPCC	www.nspcc.org.uk
Allsorts Youth Project	www.allsortsyouth.org.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Gloucestershire Hate Crime reporting options:

Police	Emergency 999 / Non-emergency 101
Alternative reporting routes	0800 077 8460
	Text: HATE to 80800

National Hate Crime reporting options:

Police funded website	www.report-it.org.uk
Crimestoppers (Witness only):	0800 555111

Keeping Children Safe in Education (KCSIE):

[Keeping children safe in education 2024](#)

9. Monitoring, Review and CPD

- 7.3 Under the Equalities Act, the governing body has responsibilities for safeguarding. This policy will be reviewed annually by SLT and governing body and be updated in line with current guidance, including developments in technology.
- 7.4 The safeguarding governor has a particular responsibility to be part of the monitoring and review of this policy.
- 7.5 The Head teacher collates recorded incidents and reports to governors as part of the termly meetings.
- 7.6 The school commits to providing CPD to all staff on protected characteristics during INSET and staff meetings.
- 7.7 The wellbeing lead receives training through links with GHLL (Gloucestershire Healthy Living and Learning), which is disseminated to school staff.

Appendix 1 – Advice for Pupils (written by pupils)

Bullying is done on purpose; it is not an accident.

Bullying is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally. Bullying happens more than just once; it is not an argument with friends or peers.

These are things you **could** do if you are being bullied or are the person who has been impacted by child-on-child abuse:

- Tell someone you trust
- Try to stay calm
- Speak to the person who you think is bullying you. Plan and practice what to say in advance
- Write down your worries and share them with a friend or trusted adult. Maybe put them in your class worry monster
- Tell a friend, maybe ask them to come and tell an adult with you
- Talk to the helping hands
- Keep a record of any incidents

If it is cyber bullying:

- Do not reply to the message
- Keep the evidence
- Block/de-friend the sender from your email account
- Take screen shots of messages/images that worry you, then show them to a trusted adult
- Report the incident, to a trusted adult, immediately
- Check your privacy settings (you could ask a trusted adult to help you)
- Remember to stick to the age restrictions of social media sites

Advice to help keep you safe online:

- You should not share your password with anyone
- It is a good idea to change your password regularly
- Be online in a room with a trusted adult
- Only speak to people you know

What we can do to prevent bullying in our School:

Have an anti-bullying displays in KS1 and KS2 halls displaying:

- What bullying is
- What to do if you're being bullied
- Our anti bullying promise

Our school policy outlining:

- Who you can go to for help
- How to support others who are being bullied or are the person who has been impacted by child-on-child abuse
- Websites and telephone numbers of where you can get extra help and advice

Hold an annual 'Anti-Bullying and Equality' fortnight

Wellbeing/R.W. and 'Philosophy for children' lessons to celebrate uniqueness and individuality

Hold special assemblies about anti-bullying and British Values

Whatever the situation - DO SOMETHING IMMEDIATELY!

Appendix 2 – Advice for Parents

Bullying is done on purpose; it is not an accident. Bullying is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally. It is important that the school works in close partnership with parents and carers, when dealing with bullying.

Parents who are concerned that their child might be being bullied or may be the person who has been impacted by child abuse, whether in school or outside school, or who suspect that their child may be the person who has displayed behaviour of bullying or child on child abuse, should contact their child's class teacher (or the Head teacher/Assistant Head teacher if the child's teacher is unavailable) immediately.

If your child has been bullied or is the person who has been impacted by child-on-child abuse:

- Calmly talk with your child about their experience.
- Listen carefully to what they say and reassure them that you are taking them seriously.
- Make a note of what your child says, particularly who was said to be involved; how often the incident has occurred; where it has happened and what has happened.
- Help your child find ways of coping. Ask them how they think the situation may be resolved and work together to support this.
- Reassure your child that they have done the right thing to tell you about the incident.
- Explain to your child that should any further incidents occur, they should report them to the class teacher immediately.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing.
- If an incident of bullying occurs outside of school premises or online, parents can report this to the school who will investigate and take action when necessary.

Talking to teachers about bullying or child-on-child abuse:

- Try to stay calm, bear in mind that the teacher may not know that your child is being bullied, or may have heard conflicting accounts of the incident.
- Be as specific as possible about what your child says has happened - give dates, places, times and names if possible of the other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school; let them know if things improve or if problems continue.

Parents have a responsibility to support the school's anti-bullying, equality and relationships policy and to actively encourage their child to be a positive member of the school.

Appendix 3 - Links to Other Policies

Elmbridge Primary School will consider Anti-bullying, Equality and Relationships Policy when developing other policies, in particular:

- Accessibility
- Attendance
- Behaviour and Relationships
- Children in Care
- Complaints
- Data Protection
- Drug Education
- Emotional Health and Wellbeing
- English as an Additional Language
- Intimate Care
- Medical Needs
- Offsite visits
- Online Safety and Acceptable User Policy
- Public Sector Equalities
- Pupil Premium
- Religion and Worldviews
- Safeguarding and Child Protection
- Safer Recruitment
- Separated Parents
- Special Educational Needs Disabilities
- Spiritual, Moral, Social and Cultural Education (SMSC)
- Teaching and Learning
- Transition
- Wellbeing (including Relationships and Health Education)
- Whistleblowing
- Young Carers/Young Ambassadors