



Anti-Bullying/Child on Child Abuse Policy

Date: July 2024
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This policy should be read in conjunction with the following documents:

- [Behaviour policy statement](#) and individual school policies.
- [Child on child abuse statement of policy](#)
- [SEND Vision, Information Report and Policy](#)
- Supporting pupils with medical conditions policy
- [Safeguarding policy](#)
- [Attendance policy](#)
- [KCSIE](#)
- [Catholic Pupil Profile](#)

1. Introduction

- 1.1. CtKCC is a family of six Catholic schools working together as one multi academy. The mission of our family is built around our Gospel values of Love, Faith and Service to others and is intended to support our children as they grow to develop the virtues of our Catholic Pupil profile.
- 1.2. As a family of Catholic schools our approach to behaviour management must never conflict with the teachings of Jesus. Our behaviour management should provide a well-disciplined Christian environment with rules which are meaningful and relevant so that all our children become the person God meant them to be.
- 1.3. Christ the King Catholic Collegiate (CtKCC) Multi-Academy Company (MAC) has a clear policy on bullying and is committed to promoting mutually respectful relationships between all members of the CtKCC community.

- 1.4. All learners are considered to be of equal value or worth created in the image and likeness of God and every learner has the right not to be bullied. As a Catholic Multi-Academy CtKCC seeks to live out the message of the gospel and the great commandment of Jesus to **'Love thy neighbour as thyself'**
- 1.5. Everyone has the right not to be bullied and everyone has the duty and responsibility not to bully others. This means that we should treat people as we ourselves would want to be treated. We expect every learner to show respect for all other learners and for all adults with whom they come into contact.
- 1.6. We will all continue to be alert to any signs of bullying and avoid any sense of complacency. We would welcome any comments or queries from parents/carers. Contact with parents/carers is welcomed and encouraged. It is important that concerns are raised at an early stage.
- 1.7. We must all ensure that Christ the King Catholic Collegiate Multi-Academy Company is a safe and violence free environment for all. We are guided by the Commandment of Jesus to "Love our neighbour as ourselves." This calling to treat people with dignity and respect should inform and affect the ways in which all members of CtKCC interact.

2. Aims and Objectives

- 2.1 This policy outlines what CtKCC will do to prevent and tackle bullying and child on child abuse. The policy has been drawn up through the involvement of the whole CtKCC community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated. Bullying and child on child abuse is unacceptable and will not be tolerated.
- 2.2 We aim to:
 - Promote and protect three rights for all children and young people:
 - The right to feel safe
 - The right to learn, and
 - The right to be respected
 - Ensure that children and young people learn in a supportive, caring and safe environment without fear of being bullied, victimised or abused.
 - Take a contextual approach to safeguarding all children and young people involved, including the alleged perpetrator. (We acknowledge that children who have allegedly bullied or abused their peers or displayed harmful sexual behaviour are often themselves vulnerable and may have been abused by peers, parents or adults in the community).
 - Ensure this policy is clearly communicated and understood by all stakeholders.

3. Definitions of Bullying

- 3.1 Bullying and child on child abuse is anti-social behaviour and can affect anyone, be they a child or an adult. Bullying is defined as 'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' ([DfE guidance, July 2017: 'Preventing and tackling bullying'](#)).

- 3.2 Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority, but emotional bullying can be more damaging than physical; "teachers and schools have to make their own judgements about each specific case". ([DfE guidance, July 2017: 'Preventing and tackling bullying'](#)).
- 3.3 "Child-on-child abuse" is defined, for the purposes of this policy, as any form of abuse inflicted by one child or a group of children, i.e. individuals under the age of 18, against another child or group of children. This policy covers child-on-child abuse both in and outside of each school, and both in person and online. Child-on-child abuse may happen on only one occasion. If the perpetrator continues to abuse the same victim, this is then considered 'bullying'. Singular incidents of child-on-child abuse will be treated by staff seriously and they make should every effort to ensure that behaviours do not reoccur. Child on child abuse in explained in more detail in paragraph 35 of [Keeping Children Safe in Education](#) (KCSIE).
- 3.4 (Primaries may delete or adapt) Harmful sexual behaviour can occur online and/or face to face and can also occur simultaneously between the two. "Harmful sexual behaviour" is defined as any sexual behaviour which:
- Does not observe and respect any individuals on the receiving end of the behaviour, e.g. touching someone without their consent.
 - Is inappropriate for the age or stage of development of the pupil.
 - Is problematic, abusive or violent.
 - May cause developmental damage..
- 3.5 The rapid development 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.
- 3.6 Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

CtKCC recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

CtKCC will treat any use of AI to bully pupils in line with this policy and our Behaviour for Learning Policy.

4. Forms of bullying covered by this policy

- 4.1 Bullying and child on child abuse can happen to anyone. This policy covers all types of bullying and child on child abuse including:

- Bullying related to race, religion or culture
- Bullying related to SEND (Special Educational Needs or Disability);
- Bullying related to appearance or physical/mental health conditions;
- Bullying related to sexual orientation;
- Bullying of young carers, children in care or otherwise related to home circumstances;
- Sexist and sexual bullying.

4.2 The following behaviour will not be tolerated:

- the use of aggressive, rude or loud language against another learner;
- making unflattering remarks about some aspect of a learner's person, their shape, height, colour, state of clothes, the way they speak, hairstyle, etc;
- deliberately not speaking to a member of the class, and/or encouraging others to ignore or isolate someone;
- spreading gossip or deliberately misrepresenting what a learner has said about another learner;
- 'accidentally bumping' into someone when travelling down the corridor or stairs;
- 'borrowing' someone's books or property and hiding or damaging them;
- anything which could cause physical harm or which makes someone feel hurt or miserable;
- violence of any sort;
- insults and offensive behaviour based on race, origin, gender or sexual orientation.

4.3 (This section can be adapted or deleted by primary schools as appropriate.) Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- 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)
- Abuse in relationships between peers (sometimes known as 'teenage relationship abuse')
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission.
- Sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)
- Initiation/hazing type violence and rituals, which 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

5. Preventing and responding to bullying and child on child abuse

5.1 Each school community will:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all;
- teach about rights and respect, as well as anti-bullying, equality, healthy relationships, consent and staying safe through PSHE/RSE
- actively provide systematic opportunities to develop learners' social and emotional skills, including their resilience;
- have a Behaviour for Learning Policy which is understood by staff and shared with students and their parents.
- take a whole school approach to wellbeing
- take seriously all forms of bullying and child on child (no matter how low level they may appear), ensuring that it is never dismissed as horseplay or teasing
- consider all opportunities for creating a whole school culture which rejects and exposes bullying and child on child abuse and ensures that all are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. This will be achieved via: the curriculum, assemblies, displays, peer support and through Student Leadership opportunities
- train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow CtkCC's policy and procedures (including recording and reporting incidents);
- ensure that everyone is aware of how to report child on child abuse and bullying
- actively create "safe spaces" for vulnerable students
- analyse emerging patterns of bullying and take action to disrupt
- challenge low-level disruption and the use of offensive language (including prejudice-based language) in recognition that where left unchallenged or dismissed as 'banter' or 'horseplay' it can lead to de-sensitisation and reluctance to report abusive behaviour
- offer support to parents on how to help their children engage safely and responsibly with social media.
- create good school-parent relationships that encourage and enable parents to communicate and raise concerns in an appropriate manner
- work with staff and outside agencies to identify all forms of prejudice-driven bullying;
- provide a range of approaches for learners, staff and parents/carers to access support and report concerns;
- challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others;
- regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;

- proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring;
- actively create “safe spaces” for vulnerable children and young people;
- use a variety of techniques to resolve the issues between those who bully and those who have been bullied;
- work with other agencies and the wider school community to prevent and tackle concerns;
- celebrate success and achievements to promote and build a positive ethos.
- use filtering and monitoring software on our networks
- require all our learners to sign an acceptable use agreement in relation to their use of ICT inschool

5.2 We will respond to incidents of bullying and/or child on child abuse by acting as follows:

- All staff will report child on child abuse and/or bullying in writing to the Safeguarding and Pastoral Teams. Preferably via [CPOMS](#).
- When there is ‘reasonable cause to suspect that as a result of bullying and/or child on child abuse, a child is suffering, or is likely to suffer, significant harm’, the matter will be dealt with by the DSLs and their DDSs as a child protection concern as per the schools’ Safeguarding Policy;
- For more serious or persistent cases, even where the threshold for child protection is not met, the Pastoral and Safeguarding Teams will access (as appropriate) internal and/or outside agency support for the child or young person who is experiencing child on child abuse and/or bullying, or to tackle any underlying issue which has contributed to a child engaging in child on child abuse and/or bullying;
- Incidents of child on child abuse and/or bullying will be managed contextually rather than as stand-alone matters. Pastoral staff and DDSs will have particular responsibility for identifying patterns of repeat victimisation and/or perpetration in terms of both the individuals involved or in terms of the time, place or method. Where patterns are identified these must be reported to the DSL who will advise with regard to preventative strategy and response.
- Where repeat child on child abuse and/or bullying incidents occur which involve the same perpetrator/s victimising the same victim/s our response will be stepped up both in terms of sanctions, pastoral interventions and ‘victim’ support.
- When managing the perpetrators of child-on-child abuse and/or bullying we will consider suitable sanctions in line with the schools’ Behaviour for Learning Policy as well as considering their support or pastoral needs. For serious or persistent perpetrators of child-on-child abuse and/or bullying, permanent exclusion may need to be considered in order to protect other students from ongoing risk of harm.

5.3 Where child-on-child abuse and/or bullying occurs outside of school:

- Staff will be alert to the possibility that bullying and abuse by other young people outside of school can and often does, spill over into students' experiences in school.
- Where bullying or abuse occurs outside school and involves one or more of our students and is reported to staff, it should be investigated and acted on.
- The parents/carers of the students involved will be consulted with regard to the investigation and outcomes.
- Where the misbehaviour poses a serious threat to a member of the public, the police will be informed.

6. Identifying Bullying and Child on Child Abuse - Signs and Symptoms

6.1 A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of the following possible signs and that they should investigate if a child:

- is frightened of walking to or from the Academy
- does not want to go on the Academy/public bus
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underachieve in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- 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 phones

6.2 CtKCC recognises that all children can be at risk however we acknowledge that some groups are more vulnerable. These can include children who:

- have experience of abuse within their family;
- are living with domestic violence;
- are young people in care;

- go missing;
- have additional needs (SEN and/or disabilities). Risks may include: assumptions that indicators of possible abuse relate to the child's disability, the potential for some children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs and communication barriers.
- identify or are perceived as LGBTQ+ and/or have other protected characteristics under the Equalities Act 2010.
- are EAL
- have poor attendance

(This can be amended or deleted by the primary schools) 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.

7. Reporting of bullying incidents

7.1 If a learner feels that they are being bullied they should:

- a. Inform their Form Tutor or Class Teacher: In many cases it is a question of a quarrel between friends, which has got out of hand but can easily be sorted by the form tutor who will act promptly to try to resolve the situation.
- b. Inform a member of the Pastoral team or other trusted member of staff: who have a great deal of experience in dealing with any suspected bullying. They always work closely with form tutors.
- c. Inform one of their teachers or any teacher: Learners sometimes find it easier to talk to one of their own subject teachers if they particularly like that subject, or feel that the teacher would understand how they feel.
- d. Inform their parents/carers: If parents/carers feel that their child is worried about something that is more than ordinary falling out between friends they should alert the Academy.

7.2 Most incidents are easily resolved but occasionally a more serious situation arises where early intervention is needed. The Pastoral team, including the Pastoral Lead, Head of Year, Safeguarding Coordinator, SLT members responsible for Pastoral and Learning Support Assistants (Secondary school) or the Key Stage Leader, Family Support Worker or Headteacher (Primary school) are usually the people best placed to respond and will speak to parents/carers as soon as possible after receiving their message.

7.3 The Headteacher and Deputy/Assistant Headteacher are, of course, also keen to respond to any concerns raised by parents/carers. It is much easier to deal with a situation when it first arises than to try to trace the details of a long running problem, so parents/carers are asked not allow a concern to linger before contacting the Academy.

- 7.4 If a learner is aware of, or suspects that someone else is being bullied or is themselves engaged in bullying they should inform their form teacher, a member of the Pastoral team, subject teacher, class teacher, Learning Mentor or parents/carers. They should not ignore it or allow themselves to be persuaded that it is only a game. People who bully others often try to intimidate their victims and peers into keeping their behaviour secret. This is not right. Bullying is everyone's business and learners have a responsibility to take action to protect another learner they suspect is being bullied.

8. Headteacher Responsibilities

- 8.1 We want every learner in our CtKCC schools to feel secure and confident so that they can take full advantage of the opportunities available to them to develop both academically and personally.
- 8.2 The school will take prompt and decisive action. Staff will fully investigate in a thorough and sensitive manner. This often takes a considerable amount of time, but it is important that all relevant information is properly investigated. Parents/carers will always be informed where suspected bullying occurs.
- 8.3 Where an act of bullying occurs or is repeated, parents/carers will always be fully involved. It will be made very clear to all concerned that bullying is wrong and not acceptable in CtKCC schools. Warnings will be given about the consequences of any repetition of the bullying which could include suspension from school. In extreme cases a learner who bullies others could be permanently excluded from the school.
- 8.4 Behaviour which is perceived to be 'bullying' may be a situation which has got out of hand and where both parties are at fault. Where it is agreed that this is the case a clear statement that the behaviour is morally wrong, a warning and exchange of apologies between the learners may bring the matter to a satisfactory conclusion.

9. Learner Behaviours

- 9.1 Fighting, setting up fights between others, threatening or intimidating others, involving people from outside school will all be considered acts of violence. Learners involved directly or indirectly in violence are likely to be formally suspended from school. Whether violence takes place in school or on the way to or from school good order and the reputation of CtKCC are at risk and those involved must expect to be severely dealt with.
- 9.2 Further details are contained in the CtKCC [Behaviour policy statement](#) and individual school policies.
- 9.4 Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. In some cases, the harmful behaviour will progress within the continuum. Children displaying harmful sexual behaviour have often experienced their own abuse and trauma. Harmful sexual behaviour should be considered in a child protection context.

All staff will report any concerns about a child or young person which may indicate harmful sexual behaviour.

Under the direction of the DSL, safeguarding/pastoral staff will offer appropriate support and intervention to students engaging in harmful sexual behaviour in order to try to prevent the behaviour from becoming problematic, abusive and/or violent behaviour in the future.

All reports of sexual violence and harassment will be dealt with on a case by case basis in line with [KCSIE](#). The DSL or the DDSL will take a leading role in the initial response. This is likely to include advising colleagues, making decisions about communication with outside agencies (especially police and social care) and with the parents of the children/young people involved.

All concerns, discussions, decisions and reasons for decisions will be recorded on [CPOMS](#).

10. Sanctions

10.1 Bullying in any form is not tolerated and sanctions in line with the CtKCC [Behaviour policy statement](#) and individual school policies will support this statement.

10.2 A learner will be punished, where it is reasonable to do so, when their behaviour not on school premises or under lawful control of a member of staff, could:

- Have repercussions for the orderly running of the school
- Pose a threat to another learner, member of staff or the public
- Adversely affect the reputation of the school or CtKCC

10.3 Staff will ask any student believed to be in possession of an electronic device which is thought to contain evidence relating to child-on-child abuse and/or bullying, to hand the device over to them. ([DfE Guidance 2022](#))

- The Headteacher or staff authorised by the Headteacher may also search a student or their bag, and confiscate any item that has been or may be used to commit an offence or to harm someone or that they consider to be harmful or detrimental to school discipline. ([Education Act 2011](#)) ([Education and Inspections Act 2006](#))
- Where a member of staff has reasonable grounds to suspect that the seized device contains evidence in relation to a criminal offence, the device must be handed to the police as soon as it is reasonably practicable.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: [School Guide: Beat Bullying](#)
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: [The Diana Award](#)
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ+

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- Mermaids: <https://mermaidsuk.org.uk/parents/>

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srrc.org/educational
- Educate against hate: <https://educateagainsthate.com/parents/>