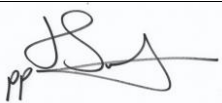




Child on Child Abuse Policy including Sexual Violence and Sexual Harassment between Children

Policy Originator	Campsbourne School
Governor Responsible	Governor Responsible for Safeguarding
Status	Not Statutory
Last reviewed	Autumn 2023
Ratified on	28.09.2023
Review period	Annually
Signed by Chair of Governors	

1. Aims of Policy

The purpose of this policy is to explore forms of child on child abuse. The policy also includes a planned and supportive response to the issues. At Campsbourne School we have the following policies in place that should be read in conjunction with this policy:

- Safeguarding and Child Protection Policy
- Managing Allegations against Staff Policy
- Behaviour Policy including Anti Bullying
- Health & Safety Policy
- Online Safety Policy
- Whistleblowing Policy

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document is Working Together, 2018, highlighting that every assessment of a child, 'must be informed by the views of the child'. (Working Together, 2018:21) This is echoed by Keeping Children Safe in Education, 2023 through ensuring procedures are in place in schools and settings to hear the voice of the child.

It is essential that **all our staff** understand the importance of challenging inappropriate behaviours between children 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 "boys 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. (p. 34 KCSIE 2022)

Campsbourne School staff who work with children are expected to have an attitude of 'it could happen here' where safeguarding is concerned and a zero-tolerance approach to child on child abuse.

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. Whilst all children can be victims of child on child abuse SEND children are more likely to be victims and girls are more likely to be victims of sexual violence or sexual harassment.

All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from child on child abuse including:

- 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 nude 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 obtaining 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).

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

All behaviour incidents are recorded on My Concerns according to behaviour type and monitored to identify trends including:

- Types of Behaviours
- Location of Incidents
- Victims and Perpetrators
- Incidents involving SEND children

2. Reporting Incidents

We recognise that children may not find it easy to tell staff and that they may show signs in ways they hope adults will notice and react to rather than explicitly telling staff. The following measures are in place to encourage children to share concerns with staff.

- Bubble boxes are in all classrooms and actively promoted by the class teachers and during assemblies. These boxes provide children with the opportunity to share concerns in writing or to alert the teacher that a child wants to talk to them.
- Anti-Bullying Ambassadors and Playground Buddies
- Visible Pastoral Team and SLT at break times and lunchtimes who are easily accessible for children to talk to.
- Assemblies discussing behaviour policies and anti-bullying policies promote an open culture and encourage children to share their concerns.
- **Link on website for parents to email concerns their children may have shared with them. Concerns around racism go straight to the headteacher.**

3. Roles and Responsibility

Role of the Governing Body

The governing body will:

- Uphold all responsibilities under the school Safeguarding and Child Protection Policy, Keeping Children Safe in Education (2022) and any other relevant statutory guidance.
- Ensure that the school's safeguarding and child protection policy includes all relevant information as outlined in Keeping Children Safe in Education (2023).
- Ensure that policies (including this policy), procedures and training in the school are effective and comply with the law at all times.

Role of the Headteacher

The Headteacher will:

- Uphold all responsibilities under the school Safeguarding and Child Protection Policy, Keeping Children Safe in Education (2023) and any other relevant safeguarding statutory guidance and legislation.
- Ensure that this policy and all other relevant policies are followed by all staff.
- Liaise with the DSL about ongoing enquiries, particularly those under Section 47 of the Children Act 1989 and police investigations.
- Ensure that the school curriculum includes education opportunities to minimise incidents of child-on-child abuse.
- Ensure that the school site promotes positive behaviour and minimizes the opportunity for child-on-child abuse.
- Safeguard children's wellbeing and mental health.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead will:

- Uphold all responsibilities under the school Safeguarding and Child Protection Policy, Keeping Children Safe in Education (2023) and any other relevant safeguarding statutory guidance and legislation.
- Undertake any training required to uphold their post and the responsibilities outlined in this policy.
- Act as a source of support, advice and expertise for staff in relation to child-on-child abuse.
- Manage disclosures of and concerns about peer-on-peer abuse.
- Make referrals to children's services and the police as appropriate.
- Ensure that this policy is known, understood and used appropriately by all staff.
- Safeguard children's wellbeing and mental health.

Role of all staff

All staff will:

- Uphold all responsibilities under the school Safeguarding and Child Protection policy, Keeping Children Safe in Education (2023) and any other relevant safeguarding statutory guidance and legislation.
- Make referrals to the Designated Safeguarding Lead in cases where they suspect cases of child-on-child abuse or become aware of cases of child-on-child abuse.
- Be made aware that children can abuse other children and the forms that this abuse could take.
- Be clear as to the school policy and procedures on child-on-child abuse.
- Be made aware that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- Report any concerns relating to child-on-child sexual violence and sexual harassment to the Designated Safeguarding Lead immediately.
- Receive training in how to respond appropriately to incidents of 'sexting'. Where incidents involve sexting or indecent images of children, members of staff will not view, download,

print or share images. The Designated Safeguarding Lead should be made aware of the incident immediately.¹

Training

- The school will ensure that all staff have been trained to recognise and respond to child-on-child abuse.
- Staff will receive safeguarding training at least annually with additional briefings as and when needed.
- We recognise the gendered nature of child-on-child abuse. However, all staff will be trained to understand that all child-on-child abuse is unacceptable and will be taken seriously

4. Non-Sexual Child on Child Abuse

There are many forms of abuse that may occur between peers both inside and outside of school 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.

4.1 Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

4.2 Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

4.3 Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

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
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

4.4 Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

4.5 Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

For the purpose of this policy and our understanding of what these behaviours are we have adopted the following definitions.

Racism: Racial discrimination or racism is when someone is treated differently because of their race, ethnicity, nationality or colour (whether intentionally or unintentionally)

We have adopted the definition of racism which is recommended in the Macpherson Report which is “any incident which is perceived to be racist by the victim or any other person.”

The use of the Macpherson definition is not to prejudge whether the perpetrator's motives were racist or not, but to ensure that the possibility of a racist dimension to the incident is always considered and explored. The Macpherson definition is broad and allows for “unwitting or unintentional racism” to be identified and reported. This definition may potentially include apparently trivial or innocuous actions - such as jokes, or other everyday

behaviour. These can have a cumulative effect on children, and can also contribute to a general atmosphere of intimidation or harassment in the school.

Sexism: Sexism is prejudice or discrimination based on a person's sex or gender. It can lead to a wide range of harmful behaviors, from acts of physical aggression to subtle comments that reinforce stereotypes.

Homophobia / Transphobia: Is when someone is scared of or dislikes gay/homosexual or transgender people.

Disability discrimination: is when you are treated unfairly or put at a disadvantage for a reason that relates to your disability.

4.6 Expected Staff Action

- All forms of child on child abuse, however minor, should be recorded as a white slip on My Concern.
- Staff should consider the seriousness of the incident and whether it is one of a series of incidents involving the same children and make a decision whether to inform a member of SLT or the Pastoral Manager.
- Where a member of staff other than the child's class teacher have dealt with an incident they must ensure that teachers are informed about the incident before the end of the day so that teachers can then speak to parents at the end of the day, either face to face or by phone to explain the incident and the consequences which were imposed.
- All incidents involving bullying, including online bullying, and prejudice should be reported to the head teacher. Those involving SEND children should also be reported to the SENCo and those involving race should also be reported to the Black Community Lead.
- All incidents reported to the head teacher, SENCo and Black Community Lead will result in a phone call to parents of the children involved explaining the incident and the consequences which were imposed.

5. Child on Child Sexual Violence and Sexual Harassment

5.1 Sexual Violence and Sexual Harassment

This must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the guidance within KCSIE 2023.

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

- 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;
- See Appendix A for 'Continuum of Behaviour' (Hackett 2020)

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
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

5.2 Sexting / Sharing Nude or Indecent Imagery

The term ‘sexting’ relates to the sharing of nude or indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often ‘shared’ via social networking sites and instant messaging services.

The DSL will follow guidance in the ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people.

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/614443/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people.pdf)

5.3 Upskirting

This typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

This must always be referred immediately to the Designated Safeguarding Lead.

5.4 Expected Staff Action

An assessment of an incident between children should be completed and consider:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school’s or college’s duty and responsibilities to protect other children
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?

- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate
- Personal relationships between children
- Importance of understanding intra familial harms and any necessary support for siblings following incidents
- Are there ongoing risks to the victim, other children, adult students or school or college staff
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

It is important to deal with a situation of child on child abuse sensitively and immediately so that staff can gather the information as soon as possible to get the true facts.

- Two staff should be present when meeting with the victim and alleged perpetrator with all discussions and decisions recorded in writing and focusing on the facts.
- Staff should recognise that their response and the impact of their actions will have an impact on whether future victims feel confident coming forward.
- Staff should reassure victims that they are not creating a problem and will be taken seriously, regardless of time taken to come forward and whether the abuse occurred online or outside school.
- Staff should think carefully about the language used and the impact of that language on both the children and the parents when they become involved. Staff should avoid language that may create a 'blame' culture and leave a child labelled.
- Staff should talk to the children in a calm and consistent manner. Staff should not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.
- Staff should speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.
- Staff should provide support for children who may have additional barriers to reporting.
- Staff should not attempt to view any images or promise confidentiality.

5.5 Management Options

- Manage Internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to Police

5.6 Informing parents/carers

The best way to inform parents/carers is face to face as the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

6.0 Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

6.1 For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, relationship abuse etc. It may be that through the

6.2 For the young person who has displayed harmful behaviour

The alleged perpetrator may have unmet needs as well as possibly posing a risk of harm to other children. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education elsewhere.

It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

6.3 Safeguarding other Children

We recognise that following reports of Child on Child abuse some children may take 'sides'. The school will work with the children directly involved and their parents to agree a strategy for work which can be done with the wider cohort.

6.4 After Care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

6.5 Unsubstantiated, Unfounded, False and Malicious Reports

Records of incidents are regularly reviewed for patterns of concerning and problematic or inappropriate behaviour and if found false, consideration that the child and/or person who made allegation is in need of support and any disciplinary action.

7. Preventative Strategies

Child on child abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent child on child abuse.

At Campsbourne we work hard to create an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This includes:

- SLT and Pastoral Team on duty during playtimes and lunchtimes.
- Creating safe spaces to talk e.g. termly behaviour questionnaire administered in single sex groups and Black Community Lead who addresses issues of racism.
- Bubble Boxes in all classrooms for children to write messages to their class teachers.
- There is a strong and positive PSHE/RSE curriculum that tackles issues such as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. This includes Protect Our Women workshops in Year 6 which are delivered by Solace Women's Aid and anti-racism workshops delivered by Show Racism the Red Card.
- Fortnightly Circle Time Sessions
- Positive playtimes which encourage children to form friendships across different year groups and genders.
- Regular assemblies which address topics such as racism, bullying and homophobia.
- Weekly Keep Safe assemblies which address a wide range of topics.
- Peer support e.g. playground buddies, and anti-bullying ambassadors.

- Young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'.

8. Anti-Bullying Strategy

At our school the safety, welfare and well-being of all pupils and staff is a key priority. Bullying of any kind is unacceptable and will not be tolerated at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in modern Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures. Further details regarding our anti-bullying strategy can be found in appendix

Appendix A – Continuum of Behaviours

A continuum of behaviours

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin, Letourneau and Silovsky (2002, p208) suggest a child's sexual behaviour should be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation, or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers.

Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal

- Developmentally expected
- Socially acceptable
- Consensual, mutual, reciprocal
- Shared decision making

Inappropriate

- Single instances of inappropriate sexual behaviour
- Socially acceptable behaviour within peer group
- Context for behaviour may be inappropriate
- Generally consensual and reciprocal

Problematic

- Problematic and concerning behaviours
- Developmentally unusual and socially unexpected
- No overt elements of victimisation
- Consent issues may be unclear
- May lack reciprocity or equal power
- May include levels of compulsivity

Abusive

- Victimising intent or outcome
- Includes misuse of power
- Coercion and force to ensure victim compliance
- Intrusive
- Informed consent lacking, or not able to be freely given by victim
- May include elements of expressive violence

Violent

- Physically violent sexual abuse
- Highly intrusive
- Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
- Sadism

A guide to identifying sexual behaviours

This 'Traffic Light Tool' forms part of a resource designed to help professionals who work with children and young people to identify, assess and respond appropriately to sexual behaviours.

By identifying sexual behaviours as **GREEN**, **AMBER** or **RED**, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach. The normative list aims to increase understanding of healthy sexual development and distinguish it from harmful behaviour.

This tool must be used within the context of the guidance provided at www.brook.org.uk/traffic-lights and should not be used in isolation.

SEXUAL BEHAVIOURS

TRAFFIC LIGHT TOOL



What is a Green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

Expressing sexuality through sexual behaviour is natural, healthy and a part of growing up.

Green behaviours provide an opportunity to positively reinforce appropriate behaviour, and to provide further information and support.

What is an Amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy development. They may be:

- unusual for that particular child or young person
- of potential concern due to age or developmental differences
- of potential concern due to activity type, frequency, duration or the context in which they occur

Amber behaviours signal the need to take notice and gather information to consider appropriate action.

Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.

What is a Red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading, or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration, or the context in which they occur

Red behaviours indicate a need for immediate intervention and action, though it is important to consider actions carefully.

Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.

Green behaviours

Age 0 – 5

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

Age 5 – 9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Age 9 – 13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same or opposite gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

Age 13 – 17

- solitary masturbation
- sexually explicit conversations with peers
- obscurities and jokes within the current cultural norm
- interest in erotica / pornography
- use of internet / e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and / or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down / skirts up / trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV / online

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone
- accessing exploitative or violent pornography

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

What is a Green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

Expressing sexuality through sexual behaviour is natural, healthy and a part of growing up.

Green behaviours provide an opportunity to positively reinforce appropriate behaviour, and to provide further information and support.

Green behaviours

Age 0 – 5

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

Age 5 – 9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Age 9 – 13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same or opposite gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an Amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy development. They may be:

- unusual for that particular child or young person
- of potential concern due to age or developmental differences
- of potential concern due to activity type, frequency, duration or the context in which they occur

Amber behaviours signal the need to take notice and gather information to consider appropriate action.

Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down /skirts up /trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV /online

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a Red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading, or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration, or the context in which they occur

Red behaviours indicate a need for immediate intervention and action, though it is important to consider actions carefully.

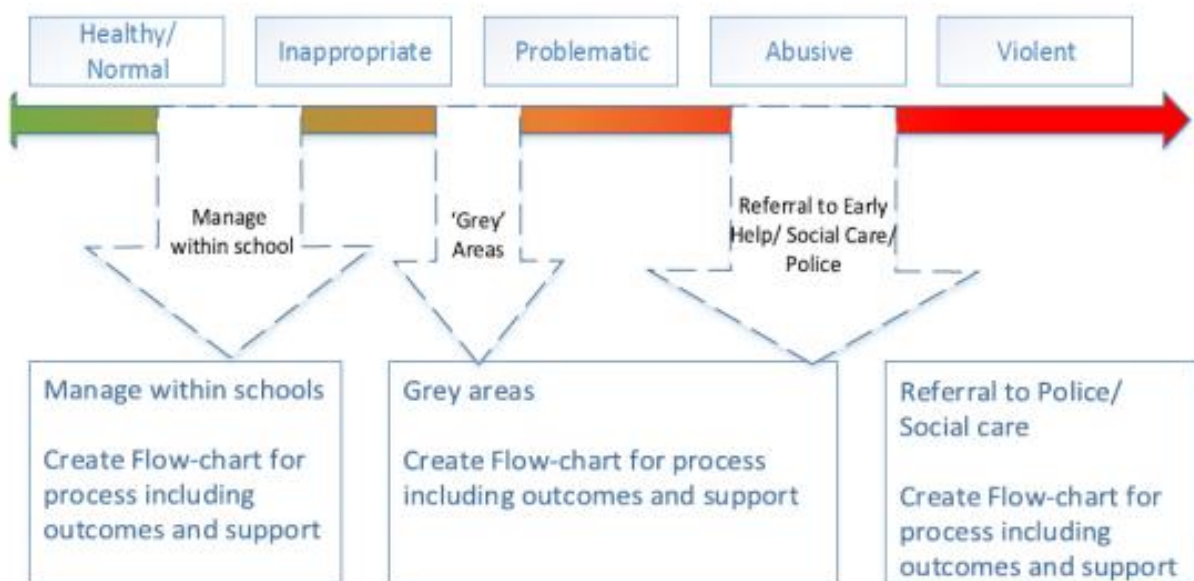
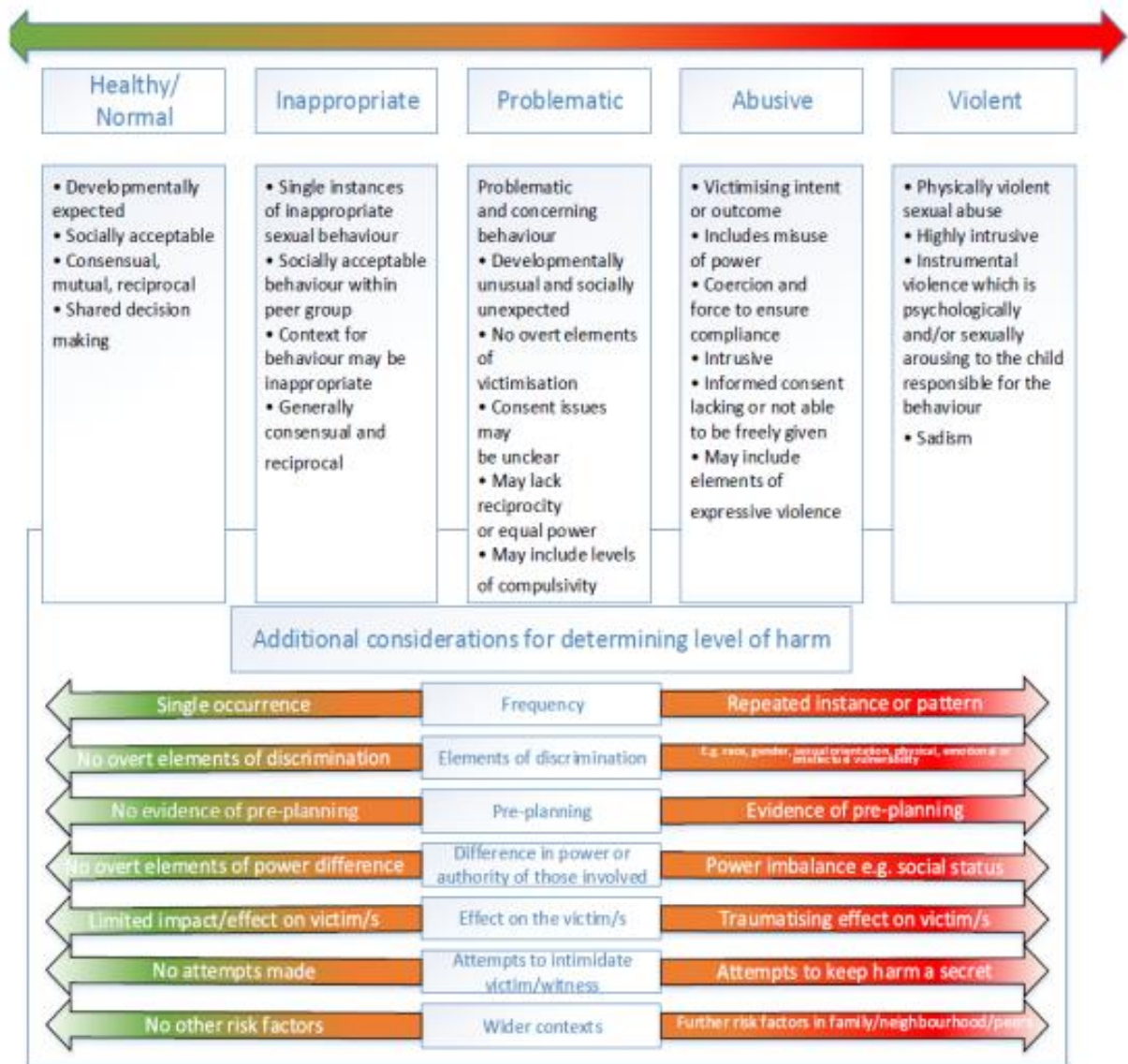
Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

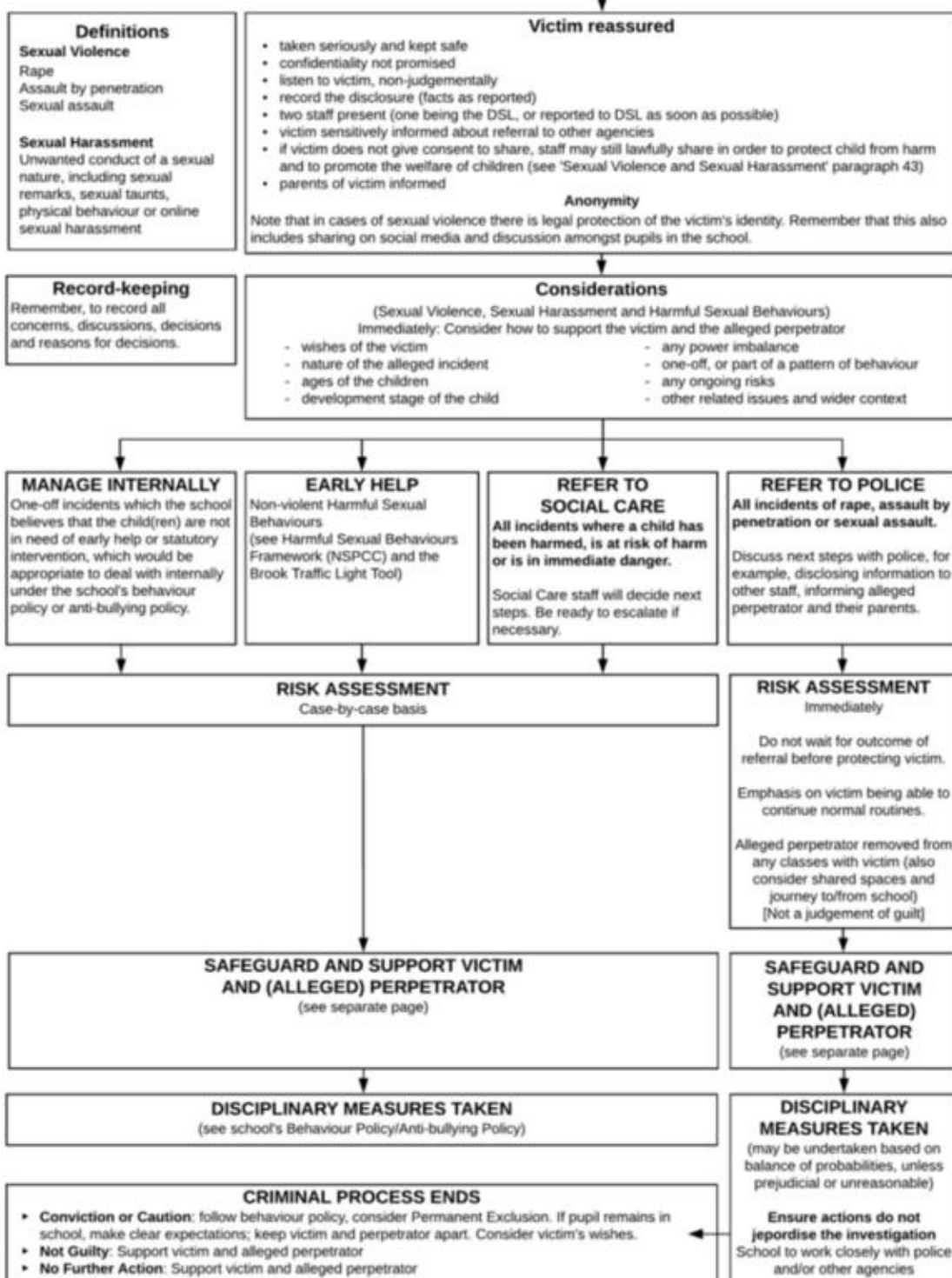
- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy



Appendix B Managing Incident

PART FOUR: RESPONSE TO REPORTS

Summary of responses



Appendix C Where to go for further information

DfE: Statutory guidance: Working together to safeguard children, July 2022

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

DfE: Statutory guidance: Keeping children safe in education, September 2023

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE: Searching, screening and confiscation at school, July 2023

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

DfE: Preventing Bullying, July 2017

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE: Statutory guidance School exclusion, Sep 2023

<https://www.gov.uk/government/publications/school-exclusion>

DfE: Teaching Online Safety in Schools, Jan 2023

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

DfE: Relationship Education and Relationship and Sex Education, Sep 2021

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

DfE: Behaviour in schools, Oct 2022

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

DfE: Mental health and behaviour in schools, November 2018

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

DfE: Children Missing Education, September 2016

<https://www.gov.uk/government/publications/children-missing-education>

DfE: Cyberbullying: Advice for headteachers and school staff, November 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069987/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

DfE: Mental health and behaviour in schools, November 2018

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

UKCIS: Sharing nudes and semi-nudes: advice for education settings working with children and young people Dec 2020

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017

<https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools>

UKCIS: Education for a connected world, June 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf

London Child Protection Procedures, March 2023

<https://www.londonsafeguardingchildrenprocedures.co.uk/>

Havering: Online CSE toolkit

https://www.havering.gov.uk/info/20086/safeguarding_children_information_for_professionals/416/child_sexual_abuse_and_exploitation

Brook Traffic Light Tool

<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>

Gov.uk: Equality Act 2010: advice for schools

<https://www.brook.org.uk/education/sexual-behaviours-traffic-light-tool/>

Equality and Human Rights Commission: Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty-guidance-schools#:~:text=Schools%20must%20comply%20with%20the,who%20share%20a%20protected%20characteristic.>

Key messages from research on children and young people who display harmful sexual behaviour (PDF) <https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/>

NPCC- When to call the police

<https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

APPENDIX D

Risk Assessment

Basic Information		
Referrer Name and role		
Referrer Contact details (email address and phone number)		
Name of school(s) for victim(s)		
Name of school(s) for child/ren alleged to have caused harm		
Did incident occur on school premises? If not where did the incident occur?		

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
What is the incident? Who was involved? Where did it happen				
Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc etc. As such has this been referred to the police?				
Is it necessary to limit contact between the children involved? Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools and colleges.				
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				

Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
Do they share classes?				
Do they share break times?				
Do they share peer/friendship groups?				
Do they share transport to/from school?				
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
How can such contact be limited?				
Is there a risk of harm from social media and gossip?				

Further action taken by the school or college: Please complete for each child involved.

Action	YES/NO	Date
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other Action		

Appendix E – Anti Bullying Policy

Aims and Purpose of the Policy

At our school the safety, welfare and well-being of all pupils and staff is a key priority. Bullying of any kind is unacceptable and will not be tolerated at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in modern Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Associated policies

The following policies provide guidance on matters which may relate to bullying and should be read in conjunction with this policy.

- Child on Child Abuse Policy
- On Line Safety Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

Definition of bullying

As bullying in itself is not a criminal offence, there is no legal definition, however it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**.

The nature of bullying can be:

Racial – Racial taunts, graffiti, gestures

Sexual – Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching

Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone

Attacking property – such as damaging, stealing or hiding someone's possessions

Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone

Psychological – such as deliberately excluding or ignoring people

Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

Race (racist bullying)

Religion or belief

Culture or class

Gender (sexist bullying)

Sexual orientation (homophobic or biphobic bullying)

Gender identity (transphobic bullying)

Special Educational Needs (SEN) or disability

Appearance or health conditions

Related to home or other personal situation

Bullying outside of school

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

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated regardless of whether it's casual use, a one-off incident or repeated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on My Concern and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudiced-based incidents are reported directly to the head teacher and parents are contacted. Incidents are recorded and monitored in school, with the head teacher regularly reporting

incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Child on Child Abuse

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, 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 intimate relationships between peers
- 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, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual 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

At Campsbourne School we do not tolerate any sexual violence or sexual harassment and do not accept that it is an inevitable part of growing up. We do not tolerate or dismiss sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'.

Reporting bullying

PUPILS WHO ARE BEING BULLIED: If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They can:

- Report to an adult – their class teacher, any other adult working in their class, a lunchtime supervisor or a member of the Pastoral Team. All classrooms have Bubble Boxes where children can post any concerns to their teacher to be dealt with in confidence. There are also Anti-Bullying boxes around the school managed by the Anti-Bullying Ambassadors. There is an online form which can be accessed out of school hours to inform the school of their concerns. We also have termly Pupil Voice surveys focussing on behaviour and safety.
- Tell a playground buddy or anti-bullying ambassador who in turn can help them tell an adult.
- Tell an adult at home
- Call ChildLine to speak with someone in confidence on 0800 1111

Reporting – Roles and Responsibilities

The following staff member is the anti-bullying lead: Wendy Fitt, Pastoral Manager.

STAFF: All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupil/s involved and inform the class teacher and a member of SLT. In all cases, known or suspected, parents will be contacted by a member of SLT.

SENIOR STAFF: The Senior Leadership Team have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying lead, the head teacher is the Senior Leader responsible for anti-bullying.

PARENTS AND CARERS: The Anti-bullying Alliance have a very detailed advice area for parents on their web-site. Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying by firstly making an appointment to speak with your child's teacher. This should be done either directly with your teacher or through the school office. It is best to avoid discussions in the playground at the beginning or end of the day. If after a few more days you do not think the issue has been resolved, make another appointment with your class teacher and request that either the Pastoral Manager, Head Teacher or Deputy be present as well.

PUPILS: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the target and, if possible, help them to tell a trusted adult.

Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will inform parents or carers of the allegations being made and the measures the school is putting in place.
- Staff will record the bullying on an incident reporting form and centrally on My Concern (school database).
- Designated school staff will monitor incident reporting forms and information recorded on My Concern analysing and evaluating the results.
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body.
- Staff will offer support to the target of the bullying. Individual meetings will be held to ensure they are made to feel safe and reassured that the bullying is not their fault. Ways forward may make use of the Pastoral Team, and peer support through the Playground Buddies and Anti-Bullying Ambassadors. Regular check-ins will happen to monitor the situation.

- A Restorative Justice approach provides support to targets of bullying and those who show bullying behaviour. This approach has been found to be effective in preventing re-occurrences of bullying.
- Staff will pro-actively respond to the bully, being mindful that they may require support as well as sanctions. Sanctions could include internal exclusions from classroom or playground, increased adult supervision and if the behaviour does not cease on warning, the imposition of a fixed term exclusion can be applied.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school.

School initiatives to prevent and tackle bullying

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

- All behaviour incidents are recorded on to My Concern so that incidents can be monitored and tracked over time. See Behaviour Policy for more details)
- A child-friendly anti-bullying policy on display around the school ensures all pupils understand and uphold the anti-bullying policy.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. The regular use of Circle Time also enables pupils to discuss issues and raise self-awareness on how their behaviour may affect others.
- School assemblies help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through Feel Brave programme, PSHE work, displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and "Campsbourne Celebrates Difference" Week.
- The British Values of equality, respect and tolerance are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- Pupil-led programmes such as Playground Buddies and Anti-Bullying Ambassadors offer support to all pupils, including those who may have been the target of bullying.
- Regular and impactful PSHE workshops such as "Protect Our Women Project in Year 6", "Power of One anti-bullying assemblies".
- Partnership working with outside agencies such as The Diana Award, Stonewall Champions, The Haringey Anchor Approach, Kidscape and the Anti-bullying Alliance's programme All Together which awarded us Gold Status in 2020.

Training

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching receive regular training on all aspects of the anti-bullying policy.

Monitoring and reviewing

The head teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

Appendix A

Dear Parent/Carer,

As you are aware, our school takes the well-being of all pupils very seriously.

Our school is a place where every person has the right to be themselves, to be included, to be listened to and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Bullying of any nature or form is unacceptable and will not be tolerated at our school whether it is from pupils, staff or parent/carers. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. The safety, welfare and well-being of all pupils and staff is a key priority. We actively promote values of respect and equality and work to ensure difference and diversity is celebrated across the whole school community. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

Summary of anti-bullying policy:

- Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be done by one person or by a group of people towards another person or a group of people, where the bully or bullies hold more power than those being bullied.
- Bullying can be **physical, verbal, psychological, cyber (online or via text) or involve damaging or stealing of property**
- Bullying can be based on someone's race or ethnicity (racist bullying), religion or belief, culture or family background, gender (sexism), sexual orientation (homophobic or biphobic bullying), gender identity (transphobic bullying), special educational needs or disability, appearance or health condition, home or personal situation.
- Derogatory or offensive language of any kind including casual use will not be tolerated.
- All bullying and any prejudice-based incidents will be recorded in school and followed up by a member of staff who will offer support to those involved.
- If you think your child is experiencing bullying you are advised to initially make an appointment with your class teacher to discuss it.
- Your child can also report bullying within the school to any member of staff or through the class Bubble Box system or to one of the Anti-Bullying Ambassadors either in person or through one of their boxes.
- The full anti-bullying policy is available on the Campsbourne website.

If you have any questions about this policy, please contact Wendy Fitt, Pastoral Manager.

Yours sincerely,

Jonathan Smith
Head Teacher

www.campsbourne.haringey.sch.uk

<https://diana-award.org.uk/>

www.anti-bullyingalliance.org.uk

Child Friendly Anti Bullying Policy

Our school is a place where every person has the right to be themselves, to be included, to be listened to and to learn in a safe and happy environment. Everyone at our school is equal and is expected to treat each other with respect and kindness. We want our school to be a bully-free place.

What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people. A useful way to remember bullying is

SEVERAL
TIMES
ON
PURPOSE

Bullying can be:

- Hitting or saying you are going to hit someone
- Touching someone when they don't want you to
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people
- Stealing or damaging someone else's belongings
- Ignoring someone on purpose or leaving them out
- Sending hurtful or unkind texts, emails or online messages to someone or about someone

Bullying can be about:

- Race or ethnicity (racist bullying)
- Religion or belief
- Family and culture
- Sexist bullying, which is bullying someone because of their gender, for example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'
- Homophobic or biphobic bullying. This is saying unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or two dads. It is also calling someone lesbian, gay or bisexual on purpose to be unkind or nasty to them, for example 'you're so gay!'
- Transphobic bullying. This is saying unkind things because someone is trans, or because you think they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be).
- Special educational needs or disability
- What someone looks like
- Where someone lives

If someone is being hurtful or unkind to you Several Times On Purpose, for whatever reason, whether it is about you or your family or friends; that is bullying.

No one should be picked on for being different in any way, for how they act, what they look like or who their family are.

Why does bullying happen?

Although bullying doesn't happen very much at this school it might happen.

Bullies can be older or younger than you, bigger or smaller than you. Bullies pick on people who may be different in some way and try to make them feel worse about themselves.

If you are being bullied remember that it is never your fault.

Where does bullying happen?

Bullying can happen at school, after school and online

What should I do if I think someone is being bullied?

Talk to the person and ask if they're ok and try to find out if they are being bullied.

If they are, ask if you can help them talk to a teacher or an adult they trust.

What should I do if I'm being bullied?

If you are being bullied it is important to tell someone you trust. Tell an adult or friends, either at school or at home. If you tell a teacher or an adult at school they will be able to help you. Telling an adult will never make the bullying worse. They will talk to you and the bully to find ways to stop the bullying. If you have already told an adult about bullying you can still tell them again. You can:

- **Tell your class teacher by using the Bubble Box in class**
- **Tell any other adult staff in school**
- **Tell your School Councillor, a playground buddy or anti-bullying ambassador (you can put a note in one of their boxes)**
- **Tell an adult at home**
- **You can also call ChildLine at any time for free on 0800 1111. They will not tell anyone else about what you have said.**