

Preventing and Responding to Bullying and Child-on-Child Abuse Procedure

Godmanchester Community Academy



Kindness and Hard Work

1. Purpose

At Godmanchester Community Academy, we are committed to providing a safe, inclusive and respectful environment where every child can thrive. Our school values of **Kindness** and **Hard Work** underpin all aspects of school life and guide how we treat one another.

We recognise that bullying and child-on-child abuse can have a significant impact on children's wellbeing, safety and achievement. We are committed to preventing such behaviours and responding promptly and effectively when concerns arise.

This procedure should be read alongside:

- Behaviour Policy
- Godmanchester Community Academy Behaviour Procedure
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Equality Information and Objectives

2. Aims

This procedure aims to:

- Promote a culture of kindness, respect and inclusion.
- Prevent bullying and child-on-child abuse.
- Ensure all concerns are taken seriously and addressed promptly.
- Provide support for children who experience bullying or abuse.
- Support children to understand the impact of their behaviour and make positive changes.
- Ensure appropriate safeguarding responses where required.
- Monitor patterns and trends to improve practice and outcomes.

3. Definitions

The Department for Education defines bullying as:

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

Children are taught the principle:

STOP – Several Times On Purpose

Bullying can take many forms and may be:

- Physical
- Verbal
- Emotional
- Social or relational
- Online (cyberbullying)
- Prejudice-based

We recognise that a one-off incident may still be serious, harmful or abusive and may require intervention even if it does not meet the definition of bullying.

4. Child-on-Child Abuse

The school recognises that children can abuse other children and that such behaviour may occur both inside and outside school, including online.

Child-on-child abuse may include:

- Bullying, including online bullying
- Physical abuse
- Emotional abuse
- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Upskirting
- Sharing of nude or semi-nude images
- Prejudice-based abuse
- Initiation or hazing-type behaviours

Any concerns that may constitute child-on-child abuse will be treated as a safeguarding matter and referred immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

The school will follow the procedures outlined in the Safeguarding and Child Protection Policy and Keeping Children Safe in Education.

5. Types of Bullying

Bullying may include:

Physical Bullying

- Hitting
- Kicking
- Pushing
- Damaging property
- Taking belongings

Verbal Bullying

- Name-calling
- Threats
- Insults
- Derogatory language

Emotional or Social Bullying

- Deliberate exclusion
- Spreading rumours
- Manipulation of friendships

- Humiliation

Online Bullying

- Sending hurtful messages
- Sharing images without consent
- Creating fake accounts
- Excluding others online

Prejudice-Based Bullying

Bullying related to protected characteristics or perceived differences, including:

- Race or ethnicity
- Religion or belief
- Disability
- Special educational needs
- Sex
- Sexual orientation
- Gender reassignment
- Family circumstances

The school treats prejudice-based incidents particularly seriously.

6. Preventing Bullying and Child-on-Child Abuse

The most effective response to bullying is prevention.

The school promotes positive relationships through:

- Consistent implementation of the Behaviour Procedure.
- Explicit teaching of our values of Kindness and Hard Work and the associated Valued Behaviours.
- PSHE and RSHE education.
- Online safety education.
- Assemblies and themed events.
- Celebration of positive behaviour.
- Pupil voice opportunities.
- Strong staff supervision and positive relationships.
- Clear reporting systems for pupils and families.
- Promotion of diversity, equality and inclusion.

Staff remain vigilant to signs that a child may be experiencing bullying or abuse and act upon concerns promptly.

7. Reporting Concerns

Children are encouraged to report concerns to any trusted adult.

Reports may be made by:

- The child experiencing the behaviour.
- Other pupils.
- Parents or carers.
- Members of staff.

- External agencies.

All reports will be listened to, taken seriously and investigated appropriately.

No child should feel that they are "telling tales" when reporting concerns about bullying or abuse.

8. Responding to Concerns

When a concern is raised, staff will:

Step 1: Ensure Safety

Immediate action will be taken to ensure the safety and wellbeing of all children involved.

Step 2: Gather Information

This may include:

- Speaking with the child who raised the concern.
- Speaking with the child alleged to have caused harm.
- Speaking with witnesses.
- Reviewing written or online evidence where appropriate.

Step 3: Determine Appropriate Response

School leaders will consider:

- Whether the behaviour constitutes bullying.
- Whether it constitutes child-on-child abuse.
- Whether safeguarding procedures are required.
- What support and consequences are appropriate.

Step 4: Communicate with Parents

Parents or carers of relevant children will normally be informed and involved in resolving concerns.

Step 5: Monitor

The situation will be reviewed to ensure the behaviour has stopped and that children feel safe.

9. Support for Children

Children Experiencing Bullying or Abuse

Support may include:

- Reassurance and emotional support.
- Trusted adult check-ins.
- Restorative conversations where appropriate.
- Pastoral support.
- Safety planning.
- Additional supervision arrangements.

Children Displaying Harmful Behaviour

Support may include:

- Restorative work.
- Reflection activities.
- Behaviour targets.
- Social and emotional support.
- Support to develop empathy and positive relationships.

The school seeks to educate and support behavioural change while ensuring appropriate accountability.

10. Consequences

Consequences will be applied in accordance with the school's Behaviour Procedure and the CAM Academies Trust Behaviour Policy.

Responses may include:

- Restorative conversations.
- Loss of privileges.
- Reflection time.
- Parental meetings.
- Individual behaviour plans.
- Internal sanctions.
- Fixed-term suspension where appropriate.
- Permanent exclusion in exceptional circumstances.

The nature of the response will be proportionate to the seriousness of the behaviour.

11. Recording and Monitoring

All bullying concerns will be recorded and monitored appropriately.

Where behaviour meets safeguarding thresholds, records will be maintained through the school's safeguarding systems.

The Headteacher and DSL will regularly review:

- The number of incidents.
- Types of incidents.
- Prejudice-based incidents.
- Patterns relating to groups or individuals.
- Effectiveness of interventions.

Anonymised information may be shared with LAB members as part of safeguarding and behaviour monitoring.

12. Responsibilities

LAB

LAB members will:

- Monitor the effectiveness of safeguarding and behaviour arrangements.

- Receive appropriate information regarding bullying trends and patterns.

Headteacher

The Headteacher will:

- Ensure this procedure is implemented consistently.
- Ensure staff receive appropriate training.
- Monitor incidents and outcomes.

Staff

Staff will:

- Promote positive relationships.
- Challenge inappropriate behaviour.
- Report concerns promptly.
- Follow safeguarding procedures where required.

Pupils

Pupils are expected to:

- Treat others with kindness and respect.
- Report concerns.
- Support a safe and inclusive school community.

Parents and Carers

Parents and carers are encouraged to:

- Raise concerns promptly.
- Work in partnership with the school.
- Support positive behaviour expectations.

13. Review

This procedure will be reviewed annually or sooner if required by changes in legislation, statutory guidance or local circumstances.