



Liden Academy
Anti-bullying
Policy

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Approved by	Liden Academy Committee
Last reviewed	September 2023
Next Review date	March 2027

Purpose and scope of this policy:

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to report it, and know that incidents will be dealt with promptly and effectively.

Defining bullying

- Bullying behaviour **deliberately** causes hurt (either physically or emotionally)
- Bullying behaviour is **repetitive** (though one-off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour)
- Bullying behaviour involves an **imbalance of power** (the person on the receiving end feels like they can't defend themselves)

Bullying can take many forms including:

- **Physical** bullying which can include kicking, hitting, pushing and taking away belongings
- **Verbal** bullying which includes name calling, mocking and making offensive comments
- **Emotional** bullying which includes isolating an individual or spreading rumours about them. We are aware that young carers or looked-after pupils can be especially vulnerable to this.
- **Cyber-bullying** where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media
- **Racist bullying** occurs when bullying is motivated by racial, ethnic or cultural prejudice.
- **Sexual bullying** is where someone makes unwanted physical contact or makes sexually abusive comments.
- **Homophobic or transphobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay or transsexual people.
- **Disablist** bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- **Sexist** bullying occurs when bullying is motivated by a prejudice against someone because of their gender.

Bullying is not:

- Teasing and banter between friends without intention to cause hurt.
- Falling out between friends after a disagreement.
- Behaviour that all parties have consented to and enjoy (though coercion can be very subtle).

Anti-bullying procedures

If bullying is identified, we will immediately take action to protect the child who is being bullied and start working with the child who has been doing the bullying to prevent it happening again.

Our aim is to create a supportive environment where children learn early how to deal with differences or conflict and have opportunities to develop skills and attitudes to prevent bullying occurring in the first place.

We make it clear that children's safety is an essential part of our mission by sending a strong message that bullying will not be tolerated and enlisting the support of the children. To accomplish this, we do the following:

- We promote a climate of cooperation and caring. We deter bullying by encouraging acts of kindness and communicating values of cooperation and tolerance. We take part in *Anti-Bullying week* each year, reinforcing the message to every pupil in the school. We display anti-bullying posters around our school. Bullying is also discussed regularly in PSHE lessons and assemblies. We actively create safe spaces in our school, such as the Pastoral Room (The Den), where children can go for support. Senior leaders and staff collectively monitor the school toilets, corridors and playground at lunchtimes to ensure that all children are following the school's behaviour code.
- We regularly survey children and staff about bullying. This may reveal how pervasive bullying is in the academy and may also indicate when and where children feel targeted.

- We have a clear anti-bullying policy. This policy is communicated to staff, children, and parents.
- We empower the silent majority to act. Because staff are not always present when bullying takes place, we encourage children to report any incidents. We help them understand what it feels like to be teased and taunted and make it clear that they are not to join in if they observe a child being bullied. We encourage the bystander to report incidents or support someone getting bullied.
- We make it safe for children to report bullying. Our staff endeavour to keep the names of children who report bullying anonymous. We provide a worry box in the library for children to report concerns if they do not feel they can approach a member of staff in person. This box is checked daily.
- We are alert for signs that a child is being bullied. Possible indicators of bullying include a child's reluctance to come to school, their avoidance of areas such as the playground, withdrawal from peers, unusual tearfulness or anxiety, difficulty focusing in class, and a decline in attainment.
- We take reports about bullying seriously and act quickly. We follow up on all reports of bullying and will impose appropriate sanctions following investigation. Sanctions may include reducing or restricting the perpetrator's playtimes, a meeting with the perpetrator's parents, restorative action (where the perpetrator must make amends for their actions) or, in serious cases, exclusions. Sanctions will be decided on a case-by-case basis, in line with our Behaviour Policy.
- We will record any incidences of bullying on our electronic safeguarding system, CPOMS. This is monitored regularly for emerging patterns.
- We have clear signage around the school of whom children can turn to if they have a concern inside the school and from national organisations as Childline.
- We train Year 6 children to act as playground mentors for younger pupils through our **Peer4Support** program (part of Barnardo's). The mentors will actively listen to the concerns of younger pupils and will feed any worries back to the Pastoral Lead.

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred as child-on-child abuse). This can happen both inside and outside of the school or online. We train all staff to recognise the indicators and signs of child-on-child abuse, how to identify it and how to respond to reports.

All staff understand that even if there are no reports in our school, it does not mean it is not happening; it may be the case that it is just not being reported. As such, it is important that if staff have **any** concerns regarding child-on-child abuse, they speak their designated safeguarding lead (or deputies).

Staff are trained to understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Child-on-child abuse is most likely to include but may not be limited to:

- **Bullying** (including prejudice-based and discriminatory bullying).
- **Cyber-bullying**, including sharing images intended to cause distress to others.
- 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.
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as **sexting** or youth-produced **sexual imagery**) - this is illegal.
- **Initiation/hazing type violence and rituals** (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may include an online element).
- **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 obtain sexual gratification or cause the victim humiliation, distress or alarm.

For further information please refer to KCSIE 2025.

Consequently, **child-on-child abuse** is dealt with as a safeguarding concern. Procedures to minimise the risk include:

- Allegations of child-on-child abuse will be recorded on CPOMS. These will be dealt with by the Designated Safeguard lead (DSL) or deputy on a case-by-case basis and through consultation with MASH (also known as Contact Children and Families Service), where appropriate.
- The academy has clear processes as to how victims, perpetrators and any other child affected by child-on-child abuse will be supported.
- Liden Academy believes that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”

Sexual harassment and sexual violence

Sexual violence and sexual harassment can occur between two pupils/students of **any age and sex**. It can also occur through a group of pupils/students sexually assaulting or sexually harassing a single pupil/student or group of pupils/students. Definitions of sexual violence and sexual harassment can be found in the document listed below.

Responding to an incident of sexual harassment or sexual violence

Step 1 – The incident will be recorded on CPOMS and reported to the DSL/DDSL in line with safeguarding and child protection procedures.

Step 2 – The DSL will consider the following:

- Ages of pupils/students / developmental stage
- Is there a power imbalance?
- One off or sustained pattern?
- Has a criminal offence been committed? **If yes, we will contact the police.**

Step 3 - If there is no evidence to suggest that a criminal offence has taken place, the DSL will consider next steps, in discussion with parents/carers unless to do so would increase the risk to the pupils/students involved. This may involve:

- Dealing with the incident internally under the school’s behaviour policy.
- Considering Early Help support for both the victim and perpetrator (does the perpetrator have unmet needs?).
- Making a referral to children’s/adult’s social care if the victim has been harmed or is at risk of harm.
- Making a referral to children’s/adult’s social care if the perpetrator is at risk of harm / being harmed. (underlying welfare and safety concerns which may have triggered behaviours.)

Teaching and learning

Liden Academy provides a Relationships Education curriculum called Jigsaw that develops pupils’ understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups.

Reporting Procedures

The academy's ethos encourages pupil/students to raise concerns with staff, knowing that they will be listened to, believed and valued. Every classroom has a display at child’s height of who they can talk to if they have a concern, and this display includes the phone number for *Childline*. The school also has a Pastoral Lead available throughout the day for children to speak to.

Expectations of behaviour

The academy has a behaviour policy in place that is regularly reviewed and sets out the expectations about appropriate behaviour. Liden Academy makes clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Risk Assessments

Risk assessments may be written for pupils who have been identified as being at increased risk of child-on-child abuse (considered for both the pupil perpetrating the abuse and the pupil who is the victim.) These will be shared with the parent/carer and the pupil concerned.