



Anti-Bullying & Peer Abuse Policy.

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1. Rationale

At Beech Hill Primary school, we believe that all pupils have a right to learn in a supportive, caring, safe environment without fear of others within the environment. We promote good behaviour and follow our behaviour and Exclusion Policy. It is made clear that peer on peer abuse and/ or bullying are forms of anti-social behaviour. It is wrong and it does not follow the ethos of our school in supporting pupils' social emotional aspects of learning.

Our vision for Beech Hill is that all children will feel loved, happy and safe. We will provide each child with many and varied opportunities to develop their character to feel accepted; to develop a sense of belonging; to be driven and resilient and to be inspired and be inspiring.

Pupils and parents should be assured that they will be supported when reporting incidents. Bullying will not be tolerated. All Governors, teaching and non-teaching staff, pupils and parents should have an understanding of what peer on peer abuse and bullying constitute. All Governors, teaching and

non-teaching staff should know what the school policy is, and ensure it is followed. All pupils and parents should know what the school policy is and what they should do should concerns arise.

2. What is bullying?

Bullying usually includes the following three points:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can take many forms, but three main types are:

- Physical hitting, kicking, taking belongings
- Verbal name calling, insulting and racist remarks
 - Indirectly spreading nasty stories about someone, excluding from social groups.

3. What is peer abuse?

Definition

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Keeping Children Safe in Education, 2019

Research and analysis

Review of sexual abuse in schools and colleges

Published 10 June 2021

"School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people. "

"In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them".

4. Whole-school approach.

4.1 Role of Staff.

Staff should be aware of the importance of:

- Making clear that sexual violence and harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or harassment as "banter". Dismissing or tolerating such behaviours risks normalising them.
- Understanding and using the Child Protection Policies.
- Being on duty on time and ensuring that children play in designated play areas.
- Being alert to possible bullying both in the playground and around school.
- Developing children's ability to challenge bullying behaviour
- Providing opportunities to rehearse how to deal with bullying e.g. role play

- Promoting school values which foster co-operative behaviour, and reject bullying behaviour.
- Planning activities promoting friendship during *Anti-Bullying Week*.

4.2 Pastoral care

- Children need to have safe relationships and be in an environment where it is OK to talk even about difficult things. Children are able to seek out their 'go-to person' or simply talk to any member of staff they feel comfortable with.
- By having these conversations, pupils may realise that they have seen or experienced similar behaviours.

4.3 Curriculum

- The PSHE curriculum ensures that all children are taught to understand the risks and know how to seek support. Classes work on 'Safe Relationships' in the autumn term. NSPCC resources (Talk PANTS) are also used.
- Assemblies, collective worship and PSHE lessons provide ways of making children aware of what bullying is. Themes such as friendship, conflict, power, trust can be used to deal with the issue.
- An annual 'Anti-bullying' week is held throughout school with focused and appropriate activities.

4.4 Identify issues and intervene early

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. Children who are victims of this will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.

- When a child reports a bullying incident, this must be followed up by the person it was reported to. (If it was not the class teacher they should be informed immediately.) Action taken will depend on that particular incident. All information will be recorded on CPOMS.

4.5 Families

- Pupils and families have access to a child-friendly policy. (Peer Abuse.)
- Families also have access to the PSHE Curriculum and suggested resources to use at home.

5. Conclusion

Children feel secure about reporting bullying or peer abuse, knowing that it will be dealt with effectively and positively.

6. Monitoring and Evaluation

This policy will be monitored regularly and reviewed annually. Any suggested amendments will be taken into consideration and adopted where appropriate.

Samantha Witty-Ingham PSHE Lead.