



Introduction

At Forton School we believe that all members of the community value the individual dignity and worth of all. We value members acting in a thoughtful, responsible manner. We value open communication within a secure, happy environment where beliefs, thoughts, opinions and feelings are treated with discretion, sensitivity and tolerance. We acknowledge the partnership between home and school. We welcome the support of parents in fulfilling this strategy.

Whilst bullying is not seen as a significant problem at Forton Primary School, it is important to acknowledge that bullying behaviour can occur anywhere and everywhere; in schools, within the home and the community. Children are not expected to tolerate bullying or to suffer in silence. They will be encouraged to disclose problems in an environment in which they feel safe and confident. Early intervention is vital if behaviour is to be changed.

Forton Primary School takes bullying very seriously. The principal aim is to foster an atmosphere where bullying is discouraged and is seen to be inappropriate and wrong. Where bullying does happen, pupils and parents are encouraged to report it. All reports will be followed up and a positive response made.

A definition of bullying

Bullying can occur in 2 main ways:

- physical - where the person being bullied is hit, kicked or when belongings are taken or damaged;
- emotional – such as taunting, spreading hurtful rumours, excluding people from social groups, cyberbullying.

The behaviour constitutes bullying if:

- it is repetitive, wilful or persistent;
- it is intentionally harmful, carried out by an individual or group;
- there is an imbalance of power, leaving the person who is bullied feeling defenceless.

Aims

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring through a clear Behaviour Policy, curriculum content (especially PHSE and RE) and assemblies
- To show commitment to overcoming bullying by practising zero tolerance.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

Peer-on-peer abuse including sexualised abuse



Peer-on-peer abuse is defined as abuse between children.

Forton Primary School has a **zero-tolerance approach to abuse**, including peer-on-peer abuse.

Forton Primary School will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](http://proceduresonline.com)

All staff will be aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Peer-on-peer abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can 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.

All staff will be clear as to the school’s policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

Forton Primary School and DSL will consider:



- the wishes of the victim in terms of how they want to proceed
 - the nature of the alleged incident
 - the ages of the children involved
 - the development stages of the children involved
 - any power imbalance between the children
 - is the incident a one-off or a sustained pattern of abuse
 - are there ongoing risks to the victim, other children, school or college staff
 - contextual safeguarding issues.
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- **Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**
 - the victim
 - the alleged perpetrator
 - all other children (and if appropriate adult students and staff).
 - Risk assessments will be recorded and kept under review as a minimum termly.

Examples of risk Assessments and Guidance below:



Lancashire Education
Risk Management Pla



Lancashire Risk
Management Plans

Procedure for Dealing with Incidents

1. When bullying is identified the offending child's parents will be contacted and appropriate action taken.
2. The parents of the child who has been bullied will be contacted to inform them of the incident and the action taken.
3. If the bullying behaviour continues the Headteacher will arrange a meeting with the parents of **all** concerned to discuss the situation and what future action will be taken.

Staff Responsibilities

- To implement procedures to confront bullying in any form.
- To listen to all parties involved in incidents and investigate as fully as possible.
- To take appropriate action, including keeping a written record of the incident.
- To refer the matter to the Headteacher for further action.
- To promote the use of a range of teaching and learning styles and strategies which challenge bullying behaviour.
- To foster by example the values we as a school believe in.

The headteacher will be responsible for monitoring the extent to which the above responsibilities are being carried out and checking there is a consistency of approach. An annual report will be made to governors.

This policy will be reviewed every 3 years.



Reviewed by staff: 1/11/2019

Reviewed by governors: Autumn 2022