

Kiwi Primary School



Policy for dealing with Child-on-Child incidents (Anti-Bullying Policy)

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This Anti-Bullying Policy should be read alongside our Positive Behaviour Policy, which encourages attitudes of kindness and positive relationships.

We work together to create a supportive environment where bullying is unacceptable regardless of how it is delivered or what excuses are given to justify it. We recognise the detrimental effect on children who may be subject to bullying and will work to actively minimise the risks. At Kiwi Primary School we operate a zero-tolerance approach to all types of child-on-child abuse including bullying.

What is Bullying?

Bullying is deliberately hurtful behaviour, usually repeated over time, by an individual or group where it is difficult for the person being bullied to defend themselves. Bullying can occur on or off school premises, during school hours, on the journey to/from school, during remote learning, and via social media or other online platforms. Bullying may overlap with safeguarding concerns and child-on-child abuse and will be managed according to the safeguarding policy where appropriate.

Child-on-Child abuse/Bullying can take many different forms including:

- Verbal bullying: name calling, use of threatening or provocative language etc.
- Psychological bullying: excluding an individual from group play, spreading rumours, refusing to talk or even acknowledge an individual.
- Physical bullying: hitting, kicking grabbing an individual: taking or hiding another's property etc.
- Racist bullying: racial taunts/gestures.
- Sexual bullying: focussing on the issue of sexuality including homophobic, biphobic and transphobic bullying.
- Cyber bullying: all areas of the internet, mobile phones and misuse of associated technology e.g. camera and video facilities.
- Allergy bullying: using a person's allergies to threaten or intimidate them either physically or emotionally.
- Medical or Disability bullying: using a person's medical condition or disability to intimidate them either emotionally or physically
- Harmful Sexual Behaviours: sexual behaviour expressed by children that is developmentally inappropriate, may be harmful towards another child, or indicative of abuse.

- Sexual Harassment: any behaviour of a sexual nature that violates an individual's dignity or creates an intimidating, hostile or offensive environment (e.g., unwanted sexual comments, sharing nudes, touching, sexual assault).

Aims

At Kiwi Primary we acknowledge that child-on-child abuse and bullying does take place and we ensure through our regular safeguarding training that staff are aware that 'it can and does happen here'. We aim to resolve any incidents quickly by:

- Promoting the school Positive Behaviour Policy.
- Stating clearly that "bullying and other forms of child-on-child abuse is unacceptable behaviour."
- Encouraging children, parents, school staff and helpers to report any incidences of bullying.
- Reassuring children and parents that action will be taken if bullying is suspected.
- Dealing with incidences of bullying or child-on-child abuse immediately.
- Supporting the victim and helping the perpetrator to understand and change their behaviour and its impact on others.
- Providing after-care should an incident of child-on-child abuse occur.

Dealing with bullying

We will combat bullying by:

- Following the Behaviour Policy.
- Investigating all allegations of bullying or child-on-child abuse carefully.
- Encouraging pupils, parents and staff to talk openly about the issue.
- Developing greater understanding of bullying and other forms of child-on-child abuse through the curriculum.
- Teaching strategies to help children deal with bullying situations they may encounter.
- Responding calmly and consistently to allegations or incidences of bullying.
- Protecting and supporting all parties during school time and on school premises whilst issues are resolved.
- Contacting outside agencies e.g. Behaviour Support Service for staff training/pupil support as appropriate.

Whole School Strategies to Minimise Bullying

- Our SOAR values assemblies seek to prioritise, explain and celebrate each of our school values which link to how we relate to each other.
- Peer support will be strongly emphasised. Children will be taught how to support a child who is being bullied and how to resist joining in with the bully.
- Assertiveness will be taught.
E.g. use of the 'I' statement... 'Stop it. I don't like that'
Broken record method 'Stop pushing me, stop pushing me'

- Regular pupil voice carried out during our big class meetings which is reported back to the Headteacher.
- Curriculum: planned lessons on friendships, consent, online safety and diversity within PSHE and assemblies; age-appropriate work on recognising and reporting bullying.
- Staff training: annual mandatory training for all staff (including lunchtime supervisors) on recognising and responding to bullying, with additional training for DSL and new governors.”

Children will be told to tell a teacher or another adult in the school, tell a member of their family or a friend and to keep on telling them until someone listens.

Cyberbullying and off-site online conduct

For cyberbullying, the school will:

- Preserve evidence (screenshots) and advise parents on next steps.
- Liaise with online platforms to report content where appropriate.
- Consider whether incidents constitute a criminal offence and, where necessary, involve the police.
- Provide children with education on safe online behaviour as part of the curriculum.
- Inform parents of incidents we are made aware of that have occurred outside of school.
- Send out regular reminders about parental controls and online safety.

Harmful Sexual Behaviours

For harmful sexual behaviours or allegations of sexual harassment, the school following will apply:

- HSB is a safeguarding concern and can be developmental, inappropriate or harmful; responses must be proportionate to age, understanding, context and developmental level.
- We will respond to all concerns seriously, promptly and in line with statutory guidance and local safeguarding procedures.
- Responses will be victim-centred, trauma-informed and non-judgemental, and will support both safety and learning.
- We will work in partnership with parents/carers, other agencies and where appropriate, victims and alleged perpetrators, to reduce risk and provide support.

DSLs and staff are trained in responding to HSB and will:

- Recognise indicators: sexualised language, sexualised play, inappropriate touching, sharing sexual images, online grooming, sudden changes in behaviour or emotional distress.
- Use a graduated response: low-level concerns → early help; concerns indicating harm or criminality → immediate referral to children’s social care and/or police.
- Complete contemporaneous records of concerns (what the child says in their words, actions observed, context).

DSLs will consult the Hackett Continuum to ascertain the level of concern and will use specialist agencies for assessment and interventions for children who display HSB (e.g., NSPCC, Lucy Faithfull Foundation, CAMHS, local Sexual Violence services).

The reporting and investigation process will be initiated as below. If the concern meets the threshold of ‘problematic or harmful’ using the Hackett continuum, risk assessments and safety plans will be implemented within 48 hours of an allegation/concern being raised.

In specific instances of child-on-child abuse including bullying the following steps will be taken

When it is clear that the threshold for child-on-child abuse or bullying has been reached, using the STOP (Several Times on Purpose) principle, the following will take place:

Reporting and investigation process:

- All allegations must be logged within 24 hours on CPOMs.
- Initial risk assessment and immediate safeguarding considerations completed by DSL within 24 hours.
- Investigation commenced within 48 hours; parents of those involved informed within 48 hours.
- Outcomes and actions communicated to parents and pupils within 5 working days, with follow-up reviews arranged at 2 and 6 weeks (or sooner if required).
- Records stored centrally with DSL and reviewed termly for patterns.

Where incidents are identified as meeting the threshold for child-on-child abuse, the DSL will follow the Wiltshire safeguarding pathways and Wiltshire multi-agency procedures. The DSL will consider referral to children's social care and/or involvement of police where required. The school will also consider whether additional protective measures are needed for the victim (e.g., changes to routines, supervised transitions).

The victim

- The victim will be reassured that action is being taken and will be reminded of the strategies for self-protection.
- Opportunity will be given to the child to discuss their feelings, and possible future responses.
- Their parents/carers will be informed.
- If bullying continues the parents/carers will be updated and will be invited to school to discuss the situation.
- Staff will monitor the situation and support from the Emotional Wellbeing Team will be offered..

The perpetrator

- The perpetrator will be given the opportunity to discuss the problem through restorative conversations.
- They will be encouraged to make an appropriate apology.
- They will be helped to understand why the behaviour is unacceptable.
- Strategies will be given for dealing with their feelings in a more appropriate way e.g. a social skills group.
- If bullying occurs parents/carers will be informed of the bullying.
- If bullying continues the parents/carers will be informed and invited to school to discuss the situation.
- Parents/carers may be invited to meet the class teacher or Headteacher regularly to monitor progress.
- The child may be offered intensive or ongoing support to help them to change attitudes and behaviours that are causing problems. These may take place during break or lunch times if the problems relate to these times.

- In rare cases it may be necessary to exclude a child from school in line with our Positive Behaviour Policy.

Any improvement in behaviour will be given positive reinforcement.

Where appropriate, restorative conversations and reparative actions will be prioritised. However, where behaviours meet the school's exclusions policy or safeguarding thresholds, formal disciplinary measures (including suspension) may be used in line with the Positive Behaviour Policy. Actions will be proportional, recorded, and reviewed.

Implications

Implications for Teaching and Non-Teaching Staff.

Teachers and TAs will:

1. Give time to listen to children, in a quiet place if this would be helpful. Adults will always take seriously any complaints of bullying and keep records. Careful judgement may be needed to avoid unjustified storytelling and also to distinguish between bullying and a game that 'has gone too far'.
(All incidences of bullying to be reported to the Headteacher via CPOMS, who will keep a record.)
2. Give all children regular opportunities to talk about their feelings in a safe, group situation.
3. Be aware and observant of potential bullying.
4. Take action immediately if bullying is suspected.
5. Inform the Headteacher (DSL) of any bullying.
6. SLT will send out a weekly email briefing of children suspected of child-on-child abuse so that further observations can be made by all staff.
7. Support other colleagues in any agreed action.
8. Teachers and TAs should lead by example.

Implications for Lunchtime Supervisors

Lunchtime Supervisors will:

1. Give time to listen to children, always taking seriously any complaints of bullying.
2. Be aware and observant of at all times of potential bullying.
3. Take appropriate action immediately bullying is suspected.
4. Report all incidences to the Senior MDSA/Headteacher and class teacher.
5. Support other colleagues in any agreed action.
6. Lunchtime Supervisors should lead by example.

Implications for Parents

Parents will:

1. Encourage children not to be aggressive, even in response to provocation, giving children alternative strategies.
2. Try to establish the facts and keep an open mind.
3. Help their child to feel able to talk about any fears or worries, and take seriously any talk of being bullied (children may not use the word 'bullied' even though this is what happened; similarly we avoid using the word 'bullied' where instances do not reflect the sustained nature and power imbalance involved in bullying).
4. Be aware of what is happening in their child's life and discuss any awareness or suspicion of bullying with the class teacher.

5. Actively endorse and support the Anti-Bullying Policy.
6. Support the school in any agreed action to form a consistent approach both at home and at school that will resolve the situation.
7. Be kept informed of developments.

Implications for Governors

Governors will:

1. Be thoroughly conversant with the Relationships and Regulation Support Policy and Anti-Bullying Policies of the school.
2. Ensure that everyone is aware of the policy and his/her responsibilities.
3. Support staff in implementing the Anti-Bullying policy.
4. Be active in the maintenance and review of the policy.
5. In the event of a complaint being made about the school's handling of alleged bullying conduct a formal investigation onto the processes and procedures carried out by the school and ascertain the appropriateness of these.

Recording child on child incidences and recognising when it becomes bullying

At Kiwi Primary School all incidents of unsafe behaviour which result in a child being hurt are recorded by staff as follows:

1. Some children who have Social, Emotional and Mental Health needs have an Individual Education Plan. These children are receiving additional support from adults to help them learn to manage their emotions and the resulting unsafe behaviours. If repeated incidents involving the same children are identified, further investigation will take place and the anti-bullying policy will be followed.
2. Isolated incidents are recorded on CPOMs. These incidents are reviewed by SLT within 24 hours. If it is noted that the same children have been involved in more than two incidents, staff are required to follow a flowchart (see appendix 1) to enable them to identify potential bullying using the STOP (Several Times on Purpose) threshold. Once this has been identified, it is recorded as a safeguarding concern on CPOMs under child-on-child abuse and this policy is followed accordingly.
3. All records of bullying incidents will be kept in accordance with data protection legislation. Access to CPOMs entries is restricted to staff with a legitimate need. Records will include a chronology of events, investigation notes, witness statements, actions taken and outcome. Information will be retained in line with the school's retention schedule and shared only with those who need to know.
4. Bullying may be motivated by prejudice against a protected characteristic (age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, sexual orientation). Any incident involving prejudice will be recorded as a prejudice-related incident and monitored.
5. Where a pupil is identified as a repeat perpetrator, the school will create a documented behaviour support plan, with SMART targets, regular review meetings with parents, and involvement of external agencies as required. Risk assessments will be used to keep the victim safe while providing the perpetrator targeted intervention.

Support for children with SEND and our Resource Base children

Children with SEND and those attending the Resource Base may experience or display behaviours linked to their needs. The school will ensure reasonable adjustments when investigating incidents, including using preferred communication methods, social stories, adapted

meetings, or additional adult support. Staff will consider whether behaviours stem from unmet needs and coordinate with SENCo and multi-disciplinary teams. Individual risk and co-regulation plans will be updated where bullying is repeated.

Monitoring

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy.

This Anti-Bullying policy is the governors' responsibility, and they review its effectiveness annually.

The Headteacher (DSL) will provide governors with termly anonymised reports on bullying incidents, including number of incidents, location, types, outcomes, repeat victims/perpetrators, and actions taken. Governors will review trends and challenge the school's response. The anti-bullying policy will be reviewed annually or sooner where necessary, and an action plan will record improvements.

This policy will be published on the school website and available in hard copy on request. The school will provide an annual summary to parents on anti-bullying activity and how incidents have been handled (anonymised). Parents will be informed of how to report concerns and what to expect in terms of timescales."

This policy will be reviewed in accordance with the school's review cycle, or earlier if necessary.