

Anti-Bullying Policy

ISP School Battle



Approved by:	Local Governing Body	Date: December 2021
Last reviewed on:	Sept 2020, December 2021, September 2022, September 2023, September 2024	
Next review due by:	September 2025	

Contents

1. Introduction	3
2. Objectives of this Policy	3
3. Our School	3
4. Definitions	3
5. Possible Signs & Symptoms of Bullying	4
6. The Importance of Responding to Bullying	5
7. Strategies to Deal with Bullying	5
8. Forms of Bullying Covered by this Policy	6
9. Children	6
10. Child on Child Abuse	6
11. How we manage sexism and sexual harassment	6
12. Zero Tolerance	7
13. What Sanction is Appropriate	7
14. Take the wishes of the victim(s) into account	8
15. Culture of Respect	8
16. Promote appropriate sexual behaviours	9
17. Our Support for our adults and children	16
18. Action	16
19. Follow up Action	16
20. Children Bullied by Adults	17
21. Adults/Parents/Carers being Bullied	17
22. Policy on bullying and harassment among members of adult team	18
23. What to do if you believe that you are being harassed or bullied	19

1. Introduction

The following documents have been used in the formulation of this policy:

- Department for Education 'Preventing and Tackling Bullying' (2017),
- Department for Education 'Supporting Children and Young People Who are Bullied – Advice for Schools' (2014),
- Department for Education 'Cyber-Bullying – Advice for Head Teachers and school adults' (2014).
- Behaviour Policy and Statement of Behaviour Principles (Sept 2022)

2. Objectives of this policy

This policy outlines what ISP School, Battle will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

For the purposes of this policy, harassment and bullying will be defined as:

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

3. Our school

- Discusses, monitors and reviews our anti-bullying policy on a regular basis
- Supports all adults to promote positive relationships and identify and tackle bullying appropriately
- Ensures through PSHE, RHSE, community meetings, lessons and daily school life that all children know the difference e.g. between a possible unintended outburst without intention of hurting their feelings versus actual bullying behaviour towards them.
- Ensures that children are aware that all bullying concerns will be dealt with effectively; that children feel safe to learn; and that children abide by the anti-bullying policy.
- The principles below underpin the specific work we do with each group in school
Bullying is, therefore defined as deliberately hurtful and repeated, often over a period of time, or difficult to defend against

We do however recognise that the children who attend ISP School, Battle, may display the unwanted behaviours due to their various diagnoses. To ensure that these behaviours do not develop into repeated or targeted bullying behaviours, we record all incidents of behaviour throughout each day and address any behaviours in line with individual children's circumstances and needs.

4. Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Ongoing work by a range of adults captures how the children in school perceive and understand bullying including work in community meetings, tutor time, PSHE, RHSE, one to one sessions and restorative justice meetings.

Bullying is the sustained and repeated use of aggression or intimidation with the intention of causing harm or distress to another person. Bullying can occur in the following ways:

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, intentionally excluding, tormenting
Physical	Intentionally hitting, kicking, pushing, taking another's belongings, any use of violence
Verbal – direct or indirect	Name-calling, extreme sarcasm, spreading rumours, or excessive teasing with the intent to cause another distress
Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Discriminatory or hate based bullying – This may include but by no means limited to:	
Racial	Racial taunts, graffiti, gestures
Homophobic	Focusing on the issue of homosexuality with the intent of causing distress for another.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, upskirting.
Disability based	Mocking or highlighting impairment with the intent of causing distress for another
Bodyshaming	Highlighting body difference with a view to causing distress

5. Possible Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and should take positive actions to monitor the possibility that a child may be being bullied:

- Begs to be driven to school, frightened of walking to/from school, unwilling to go to school
- Doesn't want to go on school trips
- Begins truanting
- Feels ill in the morning
- Begins to do poorly in school work

- Clothes torn or books damaged
- Has dinner or other monies continually "lost", comes home starving (money / lunch stolen)
- Changes their usual routine
- Starts stuttering
- Becomes withdrawn, anxious or lacking in confidence
- Asks for money or starts stealing money (to pay bully)
- Cries themselves to sleep at night or has nightmares
- Have possessions go "missing"
- Has unexplained cuts or bruises
- Attempt or threatens suicide or runs away
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

6. The Importance of Responding to Bullying

Bullying hurts. No one deserves to be bullied and everybody has the right to be treated with respect. Children who are bullying others need to be helped to learn different ways of behaving, and the consequences of bullying for themselves and others. Everyone involved with the care and welfare of the children attending ISP School, Battle, the children themselves, and all others that interact with them:

- Need to have an understanding of what bullying is.
- Need to know what the policy is on bullying and follow it when bullying is reported.
- Should know what to do if they feel they are being bullied.
- Should know that we take the issue of bullying seriously.
- Should be assured that they will be supported if and when bullying is reported.
- Need to know that bullying will not be tolerated.

7. Strategies to Deal with Bullying

Adults caring for the children learning at ISP School, Battle, must be constantly aware of bullying and approach the issue by being:

- **Responsive:**
 - Actively dealing with immediate or specific incidents or allegations of bullying
 - Withdrawing the child(s) from the group
 - Restitution
- **Problem Solving:** providing support and skills development for children
 - Counselling
 - Peer mediation
 - Negotiation
 - Conflict resolution
 - Learning how to respond to harassment
 - Community meetings

- **Preventative:**
 - Providing a positive social context for children’s behaviour
 - Effective learning in a positive socially just environment
 - Personal and social development
 - Jointly agreeing expectations
 - Use of Anti-Bullying Alliance and Training Hub
- Reading materials regarding bullying or being bullied; There are anti-bullying materials in school, including those designed by children and young people and these are referred to regularly in community meetings and in class groups.

If classroom and learning interventions and restorative systems do not impact on patterns of bullying behaviour and an appropriate external resource is not available then the Head Teacher must consider whether discussions with the governing body should be initiated.

ISP School, Battle, also promotes a restorative justice approach to incidents between those who can benefit from this model. This starts with our child led incident debrief which asks all young people to think about how their behaviour has impacted on others. Sometimes, when a relationship between individual children has become a concern, we will consider buying in enhanced support from ESBAS.

8. Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all forms of bullying including;

- Bullying related to LDD (learning difficulties or disability)
- Sexual, sexist or transphobic bullying

ISP School, Battle regards bullying as a form of behaviour that is entirely unacceptable and that it must be dealt with swiftly and carefully. It is the responsibility of everyone to prevent it happening therefore this policy contains guidelines for adults and children.

9. Children

At ISP School, Battle children have the right to feel safe and happy. Bullying of any kind undermines these rights and makes life miserable for all those affected.

10. Child on child abuse

We recognise that just because children are not raising concerns that is not to say that there are no concerns. For example, there may be no reported cases of child on child abuse, but such abuse may still be taking place and is simply not being reported, this is why it is so important to listen to children, teach them about risk and safety and raise awareness around how to seek support and what the school will do.

**At this school we take a zero-tolerance approach to child on child abuse.
(Extracted from Behaviour Policy and Statement of Behaviour Principles, Sept 2024)**

11. How we manage sexism and sexual harassment

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

We will denote the seriousness of the incidents and determine whether we:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

12. Zero Tolerance

Our children will know that our meaning of zero tolerance of sexually inappropriate behaviour allows them to report 'lower-level' incidents without worrying about getting other children in trouble. Our response will always be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

We will explain that whilst we will not tolerate the behaviour, we will not demonise anyone. We will always support and listen to all children involved. We will ensure that the alleged perpetrator will be offered support enabling them to change their behaviours.

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. It is impossible for us to map out perfectly which sanctions will be used for which behaviours, as context will impact how we handle each incident.

Sanctions we may consider:

- A restorative justice meeting
- Discussion in community meeting
- A letter or phone call to parents/carers
- Community service, doing a task for the community
- Suspension - length dependent on incident

13. What sanction is appropriate

The response to each incident will be proportionate. For example, a 'lower-level' incident such as a sexist comment will be addressed through education, our curriculum and the way our school actively promotes respect.

We will balance the importance of safeguarding other children with the need to support, educate and protect the alleged perpetrator(s).

Consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

We will only use suspension or exclusion from our school only in the most severe cases, for example if the police recommend we exclude a child after an incident of sexual assault. If we decide to exclude a child, the decision must be lawful, reasonable and fair.

14. Take the wishes of the victim(s) into account

We will do all that we can to keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities).

Some victims might prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them. For example, if a victim is afraid of how the friends of the alleged perpetrator(s) might react if their friend was removed from class, the victim might prefer to not be put in this situation.

We will listen to the victim(s), their wishes will inform our response, however we will make the final decision. It is imperative to the culture of our school that our children feel listened to and heard.

15. Culture of respect

Due to a wider societal culture of victim blaming, children may be afraid of how reporting incidents of abuse and harassment reflects on them. At our school we are creating a culture and ethos of respect, tolerance, acceptance and diversity which makes it easier for children to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

Lower-level' incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture Ofsted refers to in its [review](#). At our school we have started to dismantle this by encouraging children to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

Our children know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

At our school we make it clear that reporting incidents benefits everyone and that by doing this it is supportive and protective to our whole school community, including:.

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

16. Promote appropriate sexual behaviours

As well as focusing on what's inappropriate, we help our children to understand what good and healthy sexual behaviour means.

Our RHSE curriculum covers important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

The DfE's statutory RSE guidance outlines how our curriculum should now cover these issues through our relationships and sex education (RSE) or relationships and health education (RHE) provision. Our significant amount of work with children is tracked through our SMSC GridMaker system.

We Show we are prepared to act, no matter how small the incident:

Calling out behaviour as it happens helps all our children understand what is and isn't OK. If the incident is very 'low level' – for example, a child making a comment that adults have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the child to apologise to the victim on the spot. Community Meetings are also used as a forum to discuss behaviours and seek solutions.

We use it as an opportunity to encourage a community discussion about appropriate and inappropriate language – ensuring gender inclusivity.

If children **apologise**, adults keep an eye out for any recurrence from that particular child. Incidents are recorded and tracked on our Behaviour Watch system and children's Safeguarding Risk Profiles are updated to reflect latest behaviours, these are shared with all adults and the child.

It is rare for our children to not engage in this process however if they were unable to engage we would consider escalating the incident to a more serious sanction.

We get parents/carers involved immediately:

When incidents are written they are sent to all parents/carers weekly – they are not 'just' written and left. No matter how 'low-level' – we let parents/carers know what their child has said or done, and that we would like them to talk about it as a family. This will help our community:

- Get the parents on board in discussing the behaviour
- Start an important conversation between the child and their parents about acceptable and unacceptable sexual behaviour
- Work towards a solution together

This can just be a quick phone call, before the incident is sent out, but it's important that it happens **immediately** and **every time** adults have concerns about their child's behaviour.

We offer support to the alleged perpetrator(s):

We gently but firmly condemn the behaviour, not the child.

We recognise that sometimes when children demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse. We offer them a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. We gently but firmly condemn the behaviour, not the child – otherwise they would not feel safe to open up about their own experiences. We actively refer children to other services to support their behaviours including referrals to SPOA, SWIFT, CAMHS and other agencies.

We consider outreach:

We use the services of PC Lorraine Brunton and **PC Louis Morley** to support the school community alongside David Law East Sussex Prevent Officer who not only teaches about Prevent but shares a wealth of knowledge, examples and experiences of situations from the local area which our children relate to.

In some circumstances, we may feel it's appropriate for a group of children who have committed similar offences to engage in an outreach programme where they can hear first-hand about the impact of behaviour such as theirs.

The Lucy Faithfull Foundation's Inform Young People programme offers training and support for young people in trouble with the police or our school for inappropriate online behaviour, including sexting. It can be free of charge in certain situations, if needed we would – contact the organisation to find out more.

For more serious offences, we may consider arranging for the perpetrator to meet with survivors of sexual abuse who feel comfortable talking about their experience. We would get in touch with our nearest rape crisis centre to see if it offers such an outreach programme.

(Extracted from Safeguarding and Child Protection Policy)

Throughout this section reference will be made to the terms perpetrator and victim. These terms appear within DfE guidance such as Keeping Children Safe in Education and are easily understood. These terms are being used within this document to aid the flow of sentences however when discussing incidents of child on child abuse with children, parents or carers the term perpetrator should be replaced with 'child who has displayed X behaviour' and victim should be replaced with 'child who has experienced X behaviour'.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- being more prone to peer group isolation or bullying/cyberbullying (including prejudice based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges without understanding the consequences of doing so.

To address these additional challenges our school will ensure that these children receive additional monitoring and pastoral support.

All adults should be aware that children can abuse other children and that it can happen both inside and outside of school and online. It is important that all adults recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (teenage relationship abuse);
- 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;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- 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; and
- 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 also include an online element)

It is essential that all adults understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

The initial response to a report of child on child abuse from a child is incredibly important. How we respond to a report can encourage or undermine the confidence of future victims of child on child abuse to report or come forward.

It is important to note that children may not find it easy to tell adults about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react

to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school adults may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If adults have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

All adults should reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All adults should understand, that even if there are no reports in the school of child on child abuse 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 if adults have any concerns regarding child on child abuse they should speak to the DSL or deputy.

The initial response to a report of child on child abuse from a child is incredibly important. How we respond to a report can encourage or undermine the confidence of future victims of child on child abuse to report or come forward.

- Adults understand that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.
- Adults will be mindful that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.
- All adults will reassure victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
- All adults understand, that even if there are no reports in the school of child on child abuse 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 for adults to speak with the DSL or a DDSL if they have any concerns regarding child on child abuse.
- If an allegation of child on child abuse is made:
 - The initial response to a report from a child is important. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
 - Adults will record the disclosure and inform the DSL.
 - The DSL will assess the information and identify appropriate outcomes to the incident, which may include school-based support or interventions, and or referrals to other agencies, as necessary, such as SPoA, Children's Social Care, CAMHS and the Police (if the allegation involves a potential criminal offence).
 - Where it is necessary to contact the police we will explain to those children involved that the law is in place to protect children and young people rather than to

necessarily criminalise them, and this will be explained in such a way that avoids alarming or distressing them.

- When responding to a disclosure of child on child abuse the wishes of the victim, in terms of how they want to proceed, will be taken into account. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children.
- A risk assessment will be completed and where necessary a written support plan created for all children involved, including the child/ren who has experienced the abusive behaviour and the child/ren who is alleged to have displayed the abusive behaviour as well as any others affected, with a named person they can all talk to if needed.
- Any risk assessment will give consideration to potential intra-familial harms and any necessary support for siblings.
- Where an incident has occurred within the school then the time and location will be identified, and a risk assessment completed to make the location safer.
- Risk assessments and support plans will be completed in conjunction with parents/carers, the child (depending on their age) and with support from any other agencies involved such as Children's Social Care or the police.
- The format of any support plan will vary with the exact nature of the incident, but will always be in line with processes outlined in the behaviour policy.
- If the incident involves a Harmful Sexual Behaviour (HSB) then the guidance in the [East Sussex Protocol for Managing Peer on Peer Harmful Sexual Behaviour in Schools](#) will be followed and a Safeguarding Risk Reduction Plan created accordingly.
- Incidents involving consensual and non-consensual sharing of nudes and semi nudes images and or videos will be managed in line with guidance in [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- The initial response to a report of child on child abuse from a child is incredibly important. How we respond to a report can encourage or undermine the confidence of future victims of child on child abuse to report or come forward.
- Any risk assessments/support plans devised will be shared with adults within the school, as necessary, to ensure that adults are aware of the additional measure in place to safeguard those children.
- Alongside actions to provide protection and support to both victims and perpetrators of peer on peer abuse, where appropriate, they may also need to be managed through the school behaviour or anti bullying policies.
- All incidents of child on child abuse will be categorised and recorded by the nature of the incident i.e. bullying (including the type such as cyber, racial, biphobic, transphobic and homophobic etc), physical abuse (identifying the specifics: hitting, kicking etc) or a Harmful Sexual Behaviour or other specifics such as sexting/sharing nudes and semi-nudes or whether the incident was potentially criminal).
- Alongside actions to provide protection and support to both victims and perpetrators of child on child abuse, where appropriate, they may also need to be managed through the school behaviour or anti bullying policies.

- All incidents of child on child abuse will be categorised and recorded by the nature of the incident i.e. bullying (including the type such as cyber, racial, biphobic, transphobic and homophobic etc), physical abuse (identifying the specifics: hitting, kicking etc) or a Harmful Sexual Behaviour or other specifics such as sexting/sharing nudes and semi-nudes or whether the incident was potentially criminal).
- The school will minimise the risk of child on child abuse by:
 - Challenging behaviours, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
 - Addressing any inappropriate behaviour (even if it appears to be relatively innocuous) is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
 - Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.
 - Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys, whilst at the same time recognising that any of these issues can affect any pupils regardless of their gender.
 - Ensuring our whole school approach to safeguarding and preventive curriculum helps to educate pupils about appropriate behaviour and consent.
 - Ensuring pupils are aware of the different ways in which they can speak with a trusted adult in the school, either directly or through other means such as worry boxes or online help buttons, which are monitored by key adults in the safeguarding team. (amend this sentence to reflect what the systems in your school are)
 - Ensuring pupils are aware of the different ways in which they can speak with an adult outside of the school through agencies such as Child Line or the NSPCC.
 - Ensuring that adults are aware of child on child abuse and maintain an attitude of ‘it could happen here’, as they do with all areas of safeguarding.
 - Ensuring that adults are trained to understand that a child harming another child could be a sign that the child is being abused themselves.
- Sexual violence and sexual harassment between children is an element of child on child abuse which requires particular consideration due to the potentially criminal nature of incidents. As with other areas of child on child abuse these types of behaviours and incidents may occur within the community, outside of the school day, or indeed within the school premises, during the school day. In either instance the abuse could be occurring face to face or online. In many cases abuse will take place concurrently via online channels and in daily life.
- Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Adults should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk of experiencing sexual violence or harassment. Although it is more likely that it will be perpetrated by boys, it is recognised that boys will at times be victims as well. In any case, all child on child abuse is unacceptable and will be taken seriously and not tolerated.

- Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends our school as well.
- Sexual violence and harassment form part of a broader range of Harmful Sexual Behaviours (HSB). All problematic and Harmful Sexual Behaviours will be responded to by the school. Sexual violence refers to those behaviours which are offences under the Sexual Offences Act 2003, as described below:
 - **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
 - **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)
 - **What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.
 - **Sexual consent**
 - a child under the age of 13 can never consent to any sexual activity;
 - the age of consent is 16;
 - sexual intercourse without consent is rape.
- When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

- Whilst not intended to be an exhaustive list, sexual harassment can include:
 - sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
 - sexual “jokes” or taunting;
 - physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (the school will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim).
 - displaying pictures, photos or drawings of a sexual nature;
 - upskirting;
 - online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and videos;
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats, and
 - coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

All child on child abuse is unacceptable and will be taken seriously. Where a behaviour is believed to be criminal then the police will always be involved.

17. Our Support for our adults and children

Prevention is always better than cure and this is dependent upon:

- Adults knowing the children.
- Adults interacting with as well as knowing their children so that those children will trust their adults and be prepared to make an early complaint to them.
- Making new children feel welcome and secure.
- Adults dealing fairly, firmly and sympathetically with bullying situations and with all complaints of potential bullying.

18. Action

All action must be non-judgemental and protective.

- Any complaining or injured child must be instantly reassured.
- Ascertain the facts, speak to witnesses and give each child the opportunity to state their case in a calm, unhurried atmosphere away from the scene of any incident.
- Decide upon the action to be taken bearing in mind the fact that it must be our aim to modify the behaviour of the child concerned, not to carry out an act of apparent revenge on behalf of the victim. That would constitute an act of institutional bullying and be manifestly unjust and counter – productive.
- Inform the class teacher if he or she has not been involved from the outset.
- Inform the stakeholders concerned and log the incident during the logging process, then type up on Behaviour Watch. This includes serious incidents and accidents.

19. Follow up action

- Monitor the behaviour of the perpetrator and victim.
- Record any subsequent relevant behaviour.
- Be sure that any sanctions imposed e.g. restorative meetings are seen to be understood by all the parties involved and that they are perceived to be fair, relevant and finite and recorded on the original incident slip.
- Make sure that no child is labelled as a bully. Treat each situation as the facts of that situation demand.
- Use the curriculum to inform the children about the nature, origins and consequences of bullying so that the child will see that bullying in any form is unacceptable behaviour and that no child can become involved in bullying inadvertently or through ignorance.
- Persistent bullies and regular victims will need further, individual work. Where such situations arise, the involvement of the senior adults will be essential.

20. Children bullied by adults

School adults bullying is defined as "using power to punish, manipulate, or disparage a pupil beyond what would be a reasonable disciplinary procedure."

It is important to note that generally speaking, school adults do a good enough job, often under stressful circumstances. However, there may be a time when a child feels they are being bullied by school adults. If a child or parent / carer raises the issue of being bullied by an adult, the following procedure will be followed:

- All action must be non-judgemental and protective.
- Any complaining child / parent carer must be instantly reassured.
- Ascertain the facts, speak to witnesses and give each child the opportunity to state their case in a calm, unhurried atmosphere away from the scene of any incident.
- Inform the parent / carer of the complaint if made by a child
- If it is in the best interest of the child / adults member, ensure the adults member is not in the same classroom as the child until it has been decided if and what action is to be taken.
- Decide upon the action to be taken.
- Inform the adults member of the action to be taken if necessary, e.g. disciplinary.
- Inform any other stakeholders if necessary.
- **Any serious incidents / allegations must be dealt with under the 'Allegations Against Adults Policy'**
- Ensure that children and adults member are fully supported during and after any allegation and subsequent meetings.

21. Adults / Parents / Carers being bullied

Our school takes measures to prevent and tackle bullying among children; however, it is equally important to recognise that bullying of adults and parents, whether by pupils, parents or other adults members, is unacceptable.

Adults (adults and parents) who have been bullied will be supported by:

Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of adults and/or the Head Teacher.

Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.

- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Adults (adults and parents) who have perpetrated the bullying will be helped by:
- Discussing what happened with a senior member of adults and/or the Head Teacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

22. Policy on bullying and harassment among members of adult team

ISP School, Battle is committed to protecting its adults from harassment and bullying. All forms of harassment and bullying are unacceptable and must be fully investigated. Everyone within the organisation is responsible for his or her conduct to others. People not only have a responsibility to themselves, in acknowledging their responsibilities to others, but they should also ensure that any incidents of harassment or bullying to others do not go unreported.

ISP School, Battle, believes that each member of adults has the right to be treated with courtesy, dignity, fairness and respect always. It is committed to this belief and this policy is aimed at giving further commitment to good employment practice and good practice in equal opportunities as well as underpinning its legal and professional obligations.

Harassment and bullying can have serious consequences within the workplace including anxiety, stress, physical ill health and recruitment and retention problems. This policy is aimed at ensuring that such problems do not arise in the first place and at ensuring that where such problems do occur, they are taken seriously. It aims to make it plain that anyone who feels that they are subject to any form of harassment or bullying can have the confidence to complain without fear of reprisal or ridicule.

For this policy to be successful in providing a positive support for all adults, everyone needs to give their individual commitment to ensure that harassment and bullying is recognised and not tolerated. This can only happen when:

- Senior adults support this policy and are proactive and vigilant of the behaviour of others and are responsible for addressing actions which might cause offence.
- All adults support this policy and are aware of how their behaviour may affect others. Adults must be proactive in promoting an atmosphere which is free from harassment and bullying and must challenge instances of such behaviour wherever they occur.

- Senior adults should be supportive of the adults and ensure that harassment and bullying is prevented in the first instance. It is the responsibility of the management to ensure that each member of adults is made aware of this policy.
- Where senior adults suspect incidents of harassment or bullying are occurring, they must address the issue as soon as is reasonably practicable. If there is sufficient evidence to believe that any individual's conduct is unacceptable, the matter should be investigated formally in accordance with the practices of ISP School.
- Senior adults should always act in a professional and fair manner and ensure that their own behaviour does not breach this policy.
- All adults and volunteers should refrain from any conduct which would amount to harassment or bullying of another.
- All adults including volunteers should work together to both prevent and to report any instances of harassment or bullying.
- All adults including volunteers have a responsibility to create an atmosphere free from harassment and to challenge harassment or bullying wherever it is encountered.
- Where adults or volunteers are victims of any perceived harassment or bullying, or are witness to them, they have a duty to report such incidents safe in the knowledge that management will take such reports seriously and that all such reports will be dealt with promptly, sensitively and in the strictest of confidence.
- Do not hesitate to contact a senior adult member of staff. They will be able to give support and advice on how to approach the matter and whether more formal action is required. The final decision on whether a formal complaint should be made rests with the person affected.
- In the first instance, it may be appropriate to try to resolve the situation by speaking directly to the other person involved and ask them to stop or amend their current behaviour. This gives that person the opportunity to recognise the effect of their behaviour on others.
- If an individual has attempted to resolve the situation without success, a formal complaint should be made to the Head Teacher, Director of Education or Governing Body Chair.
- It is good practice to keep a written record of any incidents. However, it is equally important to consider that the collation of detailed records against another person can be considered harassment where there is no just or reasonable cause or where no attempts have been made to resolve any conflict.

23. What to do if you believe that you are being harassed or bullied

Investigating harassment or bullying:

- Since harassment or bullying are normally considered to be gross misconduct it is important that all complaints are treated seriously and investigated promptly in accordance with procedure.
- Each complaint must be investigated in a confidential manner and both parties made aware of any outcome or actions to be taken.
- Where necessary, other people involved in the investigation may also be given feedback or appropriate debriefing.

This policy will be reviewed annually by the Head Teacher and or the Governing Body