Bullying and Child on Child Abuse

At Old Basing Infants we uphold the United Nations Convention on the Rights of the Child.

Article 15 – *Every child has the right to meet with other children and young people and to join groups or organisations, as long as this does not stop other people from enjoying their rights.*
Article 3 – *The best interests of the child must be a top action in all areas concerning children.*
Article 12 – *Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.*
Article 13 *– Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.*
Article 19 *– Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect or mistreatment.*
Article 31 *– Every child has the right to relax and play and join in with a wide range of cultural and artistic activities.*

Definition

At Old Basing Infant School our definition of bullying is the deliberate and repeated behaviour that causes emotional and/or physical hurt by an individual or group against an individual or group. Child on child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age.
The purpose of this policy is to identify ways in which we aim to:

- Reduce the likelihood of child on child abuse occurring
- Respond to the needs of the children who may have been bullied or who have been bullying
- Deal with incidents of bullying should they occur.
- Promote and support the health and well-being of all students.

Aims

- To ensure consistency of approach.
- To promote awareness of the Anti-bullying policy amongst the school community.
- To ensure positive mental and physical well-being and equality for all.

We have identified many different forms of bullying;
Verbal – such as:

- Name calling/taunting
- Spreading nasty rumours
- Making comments about somebody's race, colour, sexuality or gender - Discriminatory behaviour—including racism and faith-targeted abuse—is now formally integrated into the scope and definitions of child-on-child abuse, requiring schools to track and respond through both safeguarding and behaviour frameworks.
- Misogyny – This is now explicitly and repeatedly named as a safeguarding concern as part of KCSiE, rather than just a general behaviour management issue. Schools are required to recognize the escalatory nature of misogyny and use early intervention to curb potential future abusive or violent behaviour.

Physical – such as:

- Hitting, kicking, spitting etc.
- Defacing or damaging others' belongings, work or efforts

Indirect – such as:

- Excluding from groups/alienating
- Forcing someone to do something against their will

Cyber– such as:

- Misuse of the internet, mobile phones and associated technology, i.e. camera and video facilities.

Including things such as:

- Forcing someone to do something against their will
- Writing/drawing designed to embarrass or intimidate
- Invasion of privacy.
- Making or Sharing Images (AI and Non-Consensual Material)

Whether real or perceived, bullying is generally based on unequal power relations.
Although these actions may arise in isolation, to be determined as bullying they will have occurred on more than one occasion. Bullying is not:
A one-off incident
When friends have fallen out
When you're not allowed a turn
Equal name calling between two or more people
Someone losing their temper, responding physically or hitting out in a single incident

At Old Basing Infant School our ultimate goal is to prevent bullying and child on child abuse by:

- Regular safeguarding training for staff and volunteers at the school
- Logging all behaviour incidents on CPOMS and reviewing weekly by DSL and DDSLs.
- Adherence to the behaviour code/policy and a clear understanding across the school of what this means for both adults and children
- Maintaining a 'Rights Respecting' ethos that is central to the school
- The creation and reference to class charters based upon Rights Respecting behaviour
- Celebrating Rights Respecting behaviour through Celebration Assembly each week
- Following My Happy Mind and the wider PSHE Curriculum
- Following the E-Safety component of the Computing Curriculum
- Using NSPCC resources to support children in knowing how to keep themselves safe, including to provide structured support and early intervention to children exhibiting harmful sexual behaviour, supported by updated links to NSPCC resources on typical sexual development and responses.
- Creating an understanding and awareness of different behaviours outlined in training materials given by the ***Designated Mental Health Lead*** (Sonia Denning)
- Disseminating our ethos through assemblies
- Training and support given to teaching and supervisory staff, as appropriate, to recognise and respond to incidents when monitoring areas of the school
- Monitoring any changes in behaviour. This will help the school identify any children giving cause for concern and look after the individual mental health and well-being.
- Communicating with both children and parents in order to minimise the likelihood of events occurring
- Providing ***ELSA*** support for any child who may display behaviours that might show signs of being bullied or being a bully and liaising with the ***Designated Mental Health Lead***
- Identifying opportunities to promote, in a positive way, people from minority groups and avoid stereotyping

Action to be taken if bullying is identified:

- The Headteacher, or in their absence a member of the Leadership and Management Team, will be informed by the member of staff.
- Parents of all parties will be informed and invited to discuss the problem and a solution.
- Support will be given to all parties to ensure no reoccurrence and to support well-being of all involved.

This policy should be read in conjunction with the Behaviour, PSHE, safeguarding and Child Protection policies and monitored to ensure that it is fully implemented.

October 2026 (C Sciberras)