

Anti-Bullying Strategy

WHAT IS A TRUST APPROACH?

A Trust approach is where every person who is part of the organisation, irrespective of their position, is not only aware of the approach to tackling child on child abuse, but participates in its delivery. Everybody has a role to play in stopping bullying across our schools.

WHY DOES THIS MATTER AND WHY SHOULD WE DO IT?

In order to support all children and staff who experience or witness child on child abuse in any form, it is important to reach all parts of our Trust community and beyond through awareness and full involvement in safeguarding.

We will all experience or know someone who has been affected by bullying directly or indirectly at some point in our lives. We should all be aware that we all have a role to play in addressing the issue and as a result, work together to tackle child on child abuse in the best possible way that we can.

A Trust approach is the best way to bring about changes to procedures, practice and awareness to ensure everyone is fully on board, from governors to classroom assistants.

Bullying is a behaviour which can be defined as a repeated attack, physical, psychological, social or verbal in nature, by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gain or gratification. (Besag, 1989). KCSIE 2022 also categorise this behaviour as Child on Child abuse.

Child on child abuse can be motivated by perceived differences e.g. on grounds of **race, religion, gender, sexual orientation, disability or other differences**. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational underachievement, being involved in crime. It should be recognised that child on child abuse is harmful to both the perpetrator and the victim.

AN ANTI-BULLYING STRATEGY AIMS TO:

- reduce Child on Child abuse and harassment across our schools
- ensure that young people, parents and carers feel empowered and safe to report incidents of Child on Child abuse and harassment and have them dealt with effectively
- ensure children and young people's voices are heard with regard to Child on Child abuse and harassment;
- ensure the level of Child on Child abuse and harassment is measured and analysed
- put into place consistent procedures and practices across our schools and ensure all agencies and organisations work in partnership to tackle Child on Child abuse
- make sure that adults working with children and young people are skilled in managing incidents of Child on Child abuse and harassment
- support the development of positive emotional health and well-being in children and young people

There are many definitions of bullying, but most have three things in common.

Child on Child abuse is:

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

Bullying, now known as Child on Child abuse, can take many forms, but four main types are:

- **physical** - hitting, kicking, taking belongings, destroying belongings
- **verbal** - name calling, insulting, racist remarks
- **indirect** - spreading nasty stories about someone, excluding someone from social groups
- **cyber** - mobile phone calls, mobile messages, pictures or video clips, emails, gaming platforms and social networking websites

If you are a child or young person experiencing Child on Child abuse, the best thing to do is to tell a responsible adult about it (like your parent or a teacher) and say you need some help.

OUR STRATEGIC TRUST APPROACH

1. **Listen** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of child on child.
2. **Include us all** - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
3. **Respect** - all school staff are role models to others within the school in how they treat others.
4. **Challenges** - all forms of discriminatory language – including disablist language – is challenged taken seriously
5. **Celebrates difference** – difference is actively and visibly celebrated and welcome across our schools.
6. **Understands** - all school staff, pupils and parents and carers understand what child on child abuse is and what it isn't.
7. **Believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of child on child abuse.
8. **Reports child on child abuse** - all pupils within the school and their parents and carers understand how to report incidents.
9. **Takes action** - we respond quickly to all incidents of child on child abuse. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of child on child abuse
10. **Has clear procedures** - our school's reflects these principles and it is embedded within our culture and CPD. They are widely and actively promoted to school staff, pupils and their parents and carers.