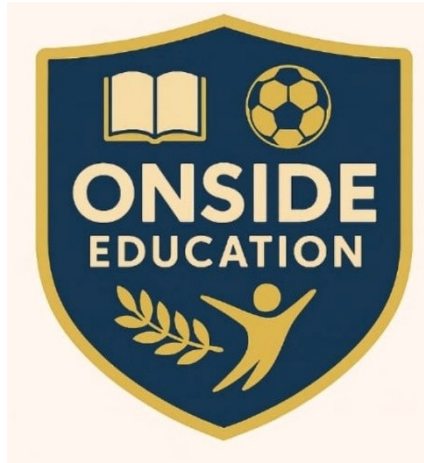




Anti-Bullying, Child-on-Child Abuse and Harmful Behaviour Policy

Issue Date: September 2025

Review date: September 26

Onside Education

1. Policy Statement

Onside Education is committed to providing a safe, inclusive, respectful and trauma-informed learning environment where all pupils feel valued, protected and supported.

Bullying, discrimination, harassment, child-on-child abuse and harmful behaviour are unacceptable and will be addressed promptly, consistently and in accordance with safeguarding procedures.

This policy applies to all pupils, staff, volunteers, contractors and visitors and should be read alongside the Safeguarding and Child Protection Policy, Behaviour Policy, Online Safety Policy, Suspension and Exclusion Policy and Equality Policy.

2. Aims

This policy aims to:

- Prevent bullying, harassment and harmful behaviour.
- Promote a culture of kindness, respect and inclusion.
- Protect pupils from child-on-child abuse.
- Support pupils experiencing bullying behaviour.
- Address the needs of pupils displaying bullying behaviour.
- Ensure all incidents are investigated fairly and consistently.
- Meet the requirements of the Equality Act 2010 and Independent School Standards.
- Support positive relationships and emotional wellbeing.

Preventative Education

Onside Education actively promotes respectful relationships, tolerance, equality, diversity and British Values through the curriculum, assemblies, PSHE, SMSC development, mentoring, restorative practice and everyday interactions.

Pupils are taught about:

- Bullying and its impact
- Healthy relationships
- Consent and boundaries
- Online safety
- Protected characteristics
- Respectful communication
- Diversity and inclusion
- How to seek help and support

3. Definition of Bullying

Bullying is behaviour by an individual or group that intentionally hurts, intimidates, threatens, humiliates or harms another person physically, emotionally, socially or psychologically.

Bullying is often repeated over time; however, a single incident may still constitute:

- A prejudice-related incident
- Sexual harassment
- Online abuse
- Child-on-child abuse
- A hate incident
- A safeguarding concern

and will be taken seriously.

Onside Education uses the terms:

- Pupil experiencing bullying behaviour
- Pupil displaying bullying behaviour

rather than victim and bully.

4. Types of Bullying

Bullying may include:

- Physical bullying
- Verbal bullying
- Emotional bullying
- Social exclusion
- Cyberbullying
- Property damage or theft
- Extortion
- Intimidation
- Hazing or initiation-type behaviours
- Prejudice-based bullying

Onside Education recognises that seemingly low-level behaviours, inappropriate banter, derogatory comments or repeated disrespectful conduct may contribute to a culture where harmful behaviour becomes normalised. Such behaviours will be challenged and addressed promptly.

5. Protected Characteristics

Onside Education recognises that bullying may be linked to protected characteristics under the Equality Act 2010 including:

- Disability
- Race
- Religion or belief

- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

All prejudice-related incidents will be recorded, investigated and monitored.

6. Child-on-Child Abuse

Bullying may form part of a wider safeguarding concern involving child-on-child abuse.

This may include:

- Sexual harassment
- Sexual violence
- Sharing nude or semi-nude images
- Online sexual abuse
- Upskirting
- Coercive behaviour
- Exploitation
- Physical abuse
- Harmful sexual behaviour

All such incidents will be managed in accordance with the Safeguarding and Child Protection Policy.

7. Vulnerable Pupils

Some pupils may be more vulnerable to bullying, including those with:

- SEND
- EHCPs
- SEMH needs
- Speech and language difficulties
- Neurodiverse profiles
- Social care involvement
- Previous trauma

Additional support and monitoring may be implemented where required.

8. Reporting Concerns

Pupils, parents, carers and staff are encouraged to report concerns immediately.

Reports may be made to:

- Any member of staff
- The Designated Safeguarding Lead
- The Head of Provision
- A trusted adult

Anonymous concerns will also be taken seriously.

9. Safeguarding Triage Workflow

Stage 1 – Immediate Response

- Ensure safety of all pupils.
- Separate pupils where necessary.
- Provide reassurance and support.
- Inform a member of staff immediately.

Stage 2 – DSL Screening

The DSL will review the incident on the same day and determine whether it constitutes:

- Bullying
- Child-on-child abuse
- Sexual harassment
- Sexual violence
- Online safety concern
- Prejudice-related incident
- Safeguarding concern

Stage 3 – Investigation

An investigation will normally commence within one school day.

The investigation may include:

- Interviews with pupils
- Witness statements
- Review of online evidence
- Parent/carers communication
- Review of ET-Aims records

Where incidents involve electronic communications, images, videos or online activity, reasonable steps will be taken to preserve evidence in accordance with safeguarding and data protection requirements.

Stage 4 – Risk Assessment

Where necessary:

- Individual risk assessments will be completed.
- Safeguarding plans will be implemented.
- Additional supervision arrangements will be considered.

Stage 5 – Support Planning

Where appropriate, support plans may involve collaboration with parents/carers, social workers, youth offending teams, virtual schools, mental health services and other relevant professionals.

Support plans may include:

- Thrive interventions
- Mentoring
- Restorative approaches
- Behaviour support
- SEMH interventions
- External agency involvement

Stage 6 – Review

Support plans will be reviewed within ten school days and subsequently as required.

10. Recording and Monitoring

All incidents will be recorded on ET-Aims.

Records will include:

- Nature of incident
- Individuals involved
- Protected characteristic factors
- Safeguarding considerations
- Actions taken
- Outcomes
- Parent communication

Central monitoring data will be reviewed termly.

11. Parent and Carer Involvement

Parents/carers will normally be informed where bullying incidents have occurred.

The school will work collaboratively with families to:

- Reduce future incidents
- Support emotional wellbeing
- Promote positive behaviour
- Monitor progress

The views of pupils involved in incidents will be sought and considered throughout the investigation, support planning and review process. Pupil feedback may also be used to evaluate the effectiveness of anti-bullying measures across the provision.

12. Behaviour Responses

Responses will be proportionate, educational and restorative wherever appropriate.

Serious incidents may result in sanctions in accordance with the Behaviour Policy and Suspension and Exclusion Policy.

Informal exclusions or placement pauses will not be used.

13. Data Review and Proprietor Oversight

Senior leaders will review bullying data termly.

Analysis will include:

- Incident type
- Location
- Protected characteristics
- Repeat concerns
- Safeguarding themes

The Proprietor will receive a termly summary report and evaluate the effectiveness of preventative measures.

14. Staff Training

All staff are expected to challenge discriminatory, sexist, racist, homophobic, biphobic, transphobic or otherwise prejudicial language immediately and record concerns where appropriate.

All staff will receive training in:

- Bullying prevention
- Child-on-child abuse
- Sexual harassment and sexual violence
- Online safety
- Equality and diversity
- Safeguarding procedures

15. Monitoring and Review

This policy will be reviewed annually by the Head of Provision, DSL and Proprietor, or sooner in response to legislative changes, safeguarding updates or identified need.

The annual review will evaluate:

- Number and type of incidents
- Protected characteristic trends
- Child-on-child abuse concerns
- Outcomes of interventions
- Pupil voice
- Parent feedback
- Staff training needs

Findings will inform future safeguarding, behaviour and curriculum planning.