

Bingley Grammar School



Anti-Bullying and Child-on-Child Abuse Policy 2026

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Policy Statement & Core Values

At Bingley Grammar School, we are committed to providing a caring, friendly, and safe environment where every student can learn in a positive and secure atmosphere. Bullying or peer abuse of any kind is entirely unacceptable. If bullying occurs, all students must feel confident that they will be heard and that incidents will be addressed promptly, thoroughly, and effectively.

Our policy and procedures are grounded in our school values:

- **Respect:** Valuing diversity, treating all students and staff with dignity, listening to disclosures with empathy, and ensuring that students who report or challenge bullying are supported and empowered.
- **Commitment:** Maintaining an uncompromised dedication to proactive early intervention, holding ringleaders accountable, building student self-esteem, and continually reviewing our curriculum to prevent harm.
- **Collaboration:** Working side-by-side with students, parents/carers, local police liaison officers, and external agencies to ensure a consistent, multi-agency approach to child safety.

This policy reflects statutory guidance under **Keeping Children Safe in Education (KCSIE) 2026**, *Preventing and Tackling Bullying* (DfE), and key findings from student and staff voice audits.

Section 1: Definitions & Scope of Child-on-Child Abuse

Definition of Bullying & Child-on-Child Abuse

Child-on-child abuse is harassment, aggression, or behaviour where a child intentionally threatens, harms, or causes distress to another child. Grounded in student voice and BGS operational standards, bullying is defined as:

1. **Repeated Actions:** Intentionally hurtful behaviour occurring two or more times.
2. **Persistent Behaviour:** A student moving from person to person in an intimidating or abusive manner.

Forms of Bullying & Abuse

- **Physical Abuse:** Pushing, kicking, pinching, punching, theft, intimidation, or physical harm.
- **Verbal Abuse:** Name-calling, sarcasm, persistent teasing, spreading rumours, or



abusive threats.

- **Emotional Abuse:** Isolation, humiliation, tormenting, destroying work, dirty looks, demanding money, or threatening personal space.
- **Cyberbullying & Generative AI:** Sending harmful texts or images via mobile devices or social media. The deliberate use of Generative AI (e.g., ChatGPT, deepfake images, audio/video hoaxes) to harass or intimidate others will be treated strictly under our child-on-child abuse framework.
- **Discriminatory & Hate Abuse:** Prejudiced abuse based on race/ethnicity, religion, disability/SEND, gender identity, sexual orientation (homophobic/biphobia/transphobic), misogyny, or misandry.
- **Sexual Abuse & Harassment:** Unwanted physical contact or sexualized comments. Incidents involving sexual violence or harassment will trigger our Part Five KCSIE procedures immediately.

Section 2: Hate Incidents & Crimes

The school strictly distinguishes non-crime hate incidents from criminal offences:

Category	Definition	Action Taken
Hate Incident	Any non-crime incident perceived by the victim or others as motivated by hostility or prejudice based on race, religion, sexual orientation, disability, or transgender identity.	Recorded by the Head of Year; referred to the Safer Schools Police Officer .
Hate Crime	Any criminal offence perceived as motivated by hostility or prejudice based on the protected characteristics listed above.	Reported immediately to West Yorkshire Police .

Section 3: Staff Vigilance & Indicators

Staff must intervene in **all** incidents—no matter how minor. Dismissing minor behaviours



(e.g., name-calling, looks, queuing issues, isolated teasing) risks normalising abuse. We ask that when they see they intervene straight away as per our behaviour policy.

Staff should monitor for the following warning signs:

- **Academic/Behavioural:** Deteriorating classwork, disruptive behaviour, uncharacteristic distress, or truancy.
- **Emotional/Physical:** Withdrawn behaviour, fear of using devices/internet, reluctance to attend school, refusing to eat, or complaining of lost possessions.
- **Social:** Isolation from groups, reluctance to work with peers, or unwillingness to talk about concerns.
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Section 4: Reporting Protocols & Safe Havens

How Students & Parents Can Report

Reports can be made through any of the following channels:

- Direct contact with Assistant Heads of Year (AHoY) or Heads of Year (HoY) via email or in person.
- Reporting to any member of staff or a trusted family member (who will pass details to pastoral leads).
- Utilising peer mentors or pastoral drop-in spaces.
- Anonymously on our school website

Section 5: Educational Prevention & Curriculum Integration

Preventative education is embedded continuously into school culture:

- **Assembly Framework:** Termly assemblies led by SLT/Heads of Year address child-on-child abuse, highlight consequences, and celebrate students who 'call out' abuse.
- **PSHE & Core Skills:** Explicit instruction on relationships, anti-bullying, and communication embedded alongside our school skills (*Leadership, Organisation, Resilience, Communication*).
- **Targeted Interventions:** 1-to-1 mentoring for targets and structured educational workshops for perpetrators to address underlying behaviours.

Section 6: Action Procedures & Dual Support Pathways

Incident Management Workflow



[Incident Identified / Reported] → [Immediate Intervention & Protection] → [Pastoral Investigation] → [Dual Action: Support & Sanction]

1. **Classroom Incidents:** Use the emergency call-out system to remove the perpetrator immediately. Avoid escalating the perpetrator into a 'hero' or causing further embarrassment to the target.
2. **Investigation:** Pastoral leads (HOY/AHOY) conduct a thorough investigation, interviewing all parties and witnesses. Standard teaching staff must pass information directly to pastoral teams rather than conducting isolated investigations.
3. **Target Support:** Provide immediate emotional protection, rebuild self-esteem, and assign peer or 1-to-1 staff support.
4. **Perpetrator Management:** Apply proportionate sanctions under the BGS Behaviour Policy alongside educational workshops to modify long-term behavior. Disciplinary action and support can occur simultaneously.
5. **Parental Engagement:** Parents/carers of both parties are informed of the incident and resolution steps. Specific sanctions remain confidential.
6. **Out-of-School / Online Incidents:** Incidents occurring outside school grounds or online will be investigated where they impact school life. Electronic monitoring systems continuously log keystrokes on school devices to flag bullying terminology.

Section 7: Key Roles & Governance

Role	Details	Primary Responsibility
Designated Safeguarding Lead (DSL)	Matthew Atkinson	Escalation of severe child-on-child abuse, police referrals, and Channel/Prevent links.
Deputy Safeguarding Lead	Deborah Gibb/Dina Hellewell	Escalation of severe child-on-child abuse, police referrals, and Channel/Prevent links
Pastoral Team	Heads of Year / Assistant Heads of Year	Conducting investigations, managing



		reporting, logging hate incidents, and leading 1:1 support.
Governing Body	Partner Governor: DMN	Strategic oversight, reviewing policy efficacy, and workload/equality monitoring.

Policy Originators: MMA

Date of Review: August 2026

Next Review Due: December 2026

Ratified by Governing Body

Date of Review	Name of Reviewer	Changes to Policy



Appendix 1 – Anti-Bullying & Child-on-Child Abuse Procedure Flowchart

Phase 1: Initial Report & Immediate Action

- **1. Immediate Safety & Reassurance**
 - Interrupt harm immediately—never dismiss incidents as "just banter" or "boys being boys".
 - Reassure the victim: remove blame, confirm they are taken seriously, and assure them of safety and support.
 - Publicly or privately celebrate any pupil who reports
- **2. Categorise the Incident Type**
 - Evaluate the nature of the report and route it immediately into Path A, B, or C below.

Phase 2: Incident Triage Paths

Path	Incident Criteria	Immediate Action Required
Path A: Sexual Harassment & Violence	Sexual violence, harassment, non-consensual touching, or severe safeguarding risks.	DO NOT INVESTIGATE. Report directly to the DSL (Matthew Atkinson) or Deputy DSL on the same day. DSL triggers KCSIE Part Five procedures.
Path B: Hate Incidents & Hate Crimes	Prejudiced abuse based on race, religion, SEND/disability, sexual orientation, or gender identity.	Non-Crime: Pass to Head of Year (HOY) to log; HOY refers to Safer Schools Police Officer. Hate Crime: Inform DSL/SLT immediately;



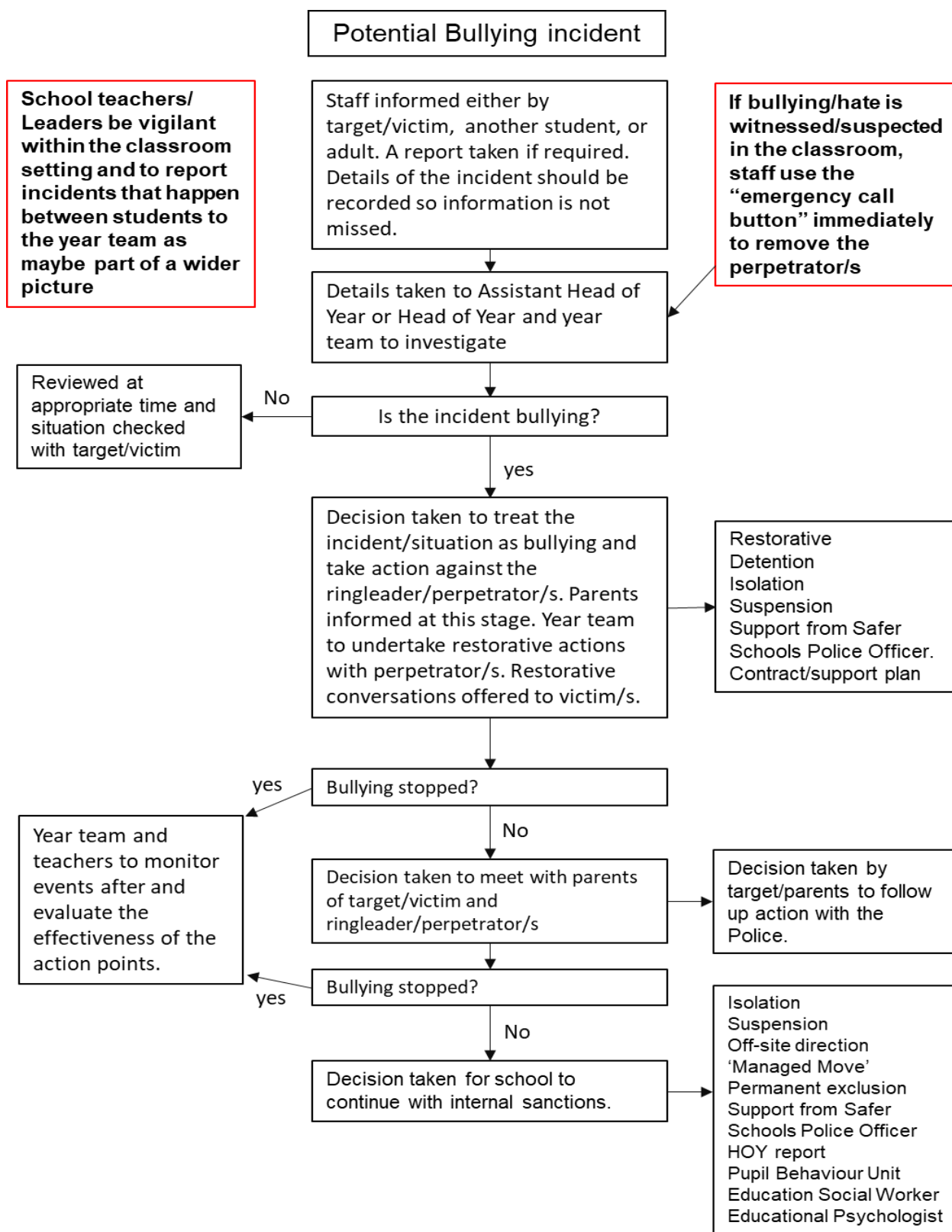
		report directly to West Yorkshire Police .
Path C: Bullying, Cyberbullying & AI Abuse	Repeated actions (2+ times), persistent intimidation, digital harassment, or misuse of Generative AI.	Log on internal safeguarding systems and pass details directly to Assistant Head of Year (AHOY) or Head of Year (HoY) .

Phase 3: Pastoral Investigation & Action (HoY / AHOY)

- **Investigation & Evidence Gathering**
 - Pastoral leads interview the target, ringleader, and witnesses.
 - Collect all physical or digital evidence (e.g., chat logs, screenshots, AI outputs).
- **Dual Support & Resolution Pathways**
 - **For the Target / Victim:** Provide immediate protection, offer 1:1 staff or peer mentoring, rebuild self-esteem, and signpost Safe Havens (HoY Office, Medical Room).
 - **For the Ringleader / Perpetrator:** Explain calmly why the behavior is unacceptable, apply proportionate sanctions under the BGS Behaviour Policy, and assign mandatory pastoral educational workshops.
- **Communication & Ongoing Oversight**
 - **Parents/Carers:** Inform parents of both parties regarding outcomes (keep specific perpetrator sanctions confidential).
 - **Monitoring:** Pastoral teams maintain active monitoring to ensure zero repetition.

Please see below for further details





Appendix 2 - Staff Briefing Script: Responding to Child-on-Child Abuse & Anti-Bullying Procedures

Core Values Alignment: Respect, Commitment, Collaboration

1. Opening & Purpose (1 Minute)

"Good morning, everyone. Today we're reviewing our staff duties under our updated Child-on-Child Abuse and Anti-Bullying Policy.

Grounded in our core values of **Respect**, **Commitment**, and **Collaboration**, we are committed to maintaining a safe, friendly, and secure environment where bullying and peer abuse of any kind are completely unacceptable. Under KCSIE 2026, we must remain vigilant to all forms of abuse—including physical, verbal, cyber, generative AI deepfakes, and discriminatory hate incidents. We must never dismiss minor incidents, teasing, or prejudice as 'just banter' or 'part of growing up'. When we see or hear it, we intervene immediately."

2. The 3-Step Action Framework for Staff (2 Minutes)

"When responding to or receiving a report of child-on-child abuse, use the **Interrupt & Reassure – Categorise – Report** framework:

- **Step 1: Interrupt & Reassure (Immediate Action)**
 - Stop the behaviour instantly if witnessed in real time. In classrooms, use emergency call-out if necessary to remove perpetrators without making them a 'hero'.
 - Reassure the victim that they are taken seriously, are not to blame, and will be supported and kept safe.
 - Praise any pupil who reports an incident, reinforcing their role as a '**Champion of Justice**'.

- **Step 2: Categorise the Incident Path**
 - **Path A (Sexual Harassment/Violence or High Safeguarding Risk): Do not investigate.** Escalate immediately to the DSL (**Matthew Atkinson**) or Deputy DSL on the same day.
 - **Path B (Hate Incidents & Crimes):** Identify non-crime hate incidents or criminal hate offences based on race, religion, SEND, sexual orientation, or gender identity. Pass these immediately to the Head of Year to log and refer to our **Safer Schools Police Officer** or **West Yorkshire Police**.



- **Path C (Bullying, Cyberbullying & AI Abuse):** Identify repeated actions (2+ times) or persistent intimidating behaviours. Pass details directly to the Assistant Head of Year (AHOY) or Head of Year (HOY).
- **Step 3: Log & Handover (Post-Incident)**
 - Standard teaching staff must **not** conduct isolated investigations.
 - Record exact details, dates, and evidence (such as chat screenshots or AI outputs) and submit the log directly to the Pastoral Team on the same day."

3. Key Reminders & Closing (1 Minute)

"To conclude, please keep these operational priorities in mind:

- **Non-Intervention Condonos Bullying:** Every incident, no matter how small it seems, matters to the pupil involved. Intervening early prevents minor incidents from escalating into persistent abuse.
- **Safe Havens:** Signpost vulnerable students to our designated Safe Havens, such as the **Heads of Year Office** or the **Medical Room / Sanctuary Area**.
- **Dual Support:** Our Pastoral Team will handle investigations thoroughly, ensuring targets receive 1:1 confidence building while ringleaders complete mandatory behavioral modification workshops alongside sanctions.

Thank you for your ongoing commitment to keeping Bingley Grammar School a safe and supportive community for all."

