

Our Lady's Catholic College



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

1. Ethos and Values

At Our Lady's Catholic College we believe

"that human beings are created in the image and likeness of God"

(Genesis 1:26-27)

and have by their very existence an inherent value, worth, and distinction". Therefore, all students regardless of age, gender or race should be able to work and learn in a disciplined, caring and purposeful environment free from any acts of intimidation, discrimination, aggression or bullying.

Our Lady's is committed to enabling all students to flourish spiritually, academically and personally. We promote:

Empathy

Honesty

Respect

Responsibility

We have zero tolerance for bullying or child-on-child abuse.

2. Aims

This policy aims to:

To ensure that all students and parents know they will be listened to immediately when they raise a concern and their concerns will be investigated and acted on in the shortest time frame possible.

Prevent bullying and child-on-child abuse.

To create a school community where bullying is recognised as unacceptable and where all students can feel valued, secure and happy.

To ensure a culture of zero acceptance of bullying

Ensure all stakeholders understand what bullying is.

Create a safe and positive learning environment.

Develop self-esteem and respect for diversity.

Provide tailored support and intervention.

Record incidents by specific categories.

Monitor trends and report to governors.

3. Definition of Bullying

We adopt the Anti-Bullying Alliance definition:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online."

Bullying may be:

Emotional

Insulting name calling
Threats
Demanding money or goods
Physical
Hitting, pushing, violence
Verbal
Rumours, ridicule, threats
Cyber
Email misuse
Social media abuse
Messaging threats
Targeted Bullying Includes:
Racist
Homophobic, biphobic, transphobic
Sexist/misogynistic
Disablist
Religious
This policy applies on and off academy premises.
Police advice will be sought where hate crime may have occurred.

4. Understanding Frequency, Severity and Motivation

Bullying may:
Occur daily or weekly.
Continue for months or years.
Be subtle or overt.
Range from horseplay to severe assault.
We recognise:
The role of bystanders.
That bullying may occur in secret or publicly.
That aggressive behaviour may be reinforced by peer dynamics.

5. Child-on-Child Abuse

We recognise there is no clear boundary between bullying and abuse; professional judgement applies.

Behaviour may be considered abusive where:
Significant power imbalance exists.
Harm is repeated.
Intention to cause harm is evident.
Severe harm was intended.

Child-on-child abuse includes:

Physical abuse
Sexual violence
Sexual harassment
Abuse in intimate relationships
Sharing nudes/semi-nudes
Upskirting

Hazing/initiation rituals
Coercion/extortion
Image-based abuse
Such behaviour must be referred to the DSL immediately.

6. Reporting

Reports can be made to:

Tutor
PSO
PL
Safeguarding Team
DSL
SYNERGY

Anonymous reporting options are available.

Students are told:
Reporting is not “telling tales”.
Bystanders must act.

7. Recording and Oversight

All bullying incidents are:
Recorded on CPOMS.
Logged on SYNERGY (parent communication).
Categorised as:
Emotional
Physical
Verbal
Cyber
HBT
Racial
Sexist
Disablist
Religious

Oversight:

Progress Leader = key liaison
AHT (Behaviour/Safeguarding) = oversight
Report to SLG
Governor report

8. Staff Guidance

When investigating:
Interview separately.
Avoid premature judgement.
Use written statements.
Ensure privacy.
Consider medical opinion if injured.

Reiterate no innocent bystanders.
Record fully.
Inform parents and log.
Send detailed report to senior leaders where appropriate.

9. Supporting the Victim

Immediate reassurance.
Weekly tutor check-ins for one month.
PL informal monitoring.
Assistant Principal formal follow-up.
Adjust seating/groupings.
Encourage club involvement.
Peer mentor or circle of friends.
Education programme where needed.
External agency referral (with consent).
Victims will never be made to feel they are causing a problem.

10. Supporting the Perpetrator

Help understand consequences.
Behaviour agreement.
Prepare for peer reintegration.
Sanctions if repeated.
Support for unmet needs.
External agency involvement if needed.

11. Sanctions

Dependent on seriousness:

Minor:

Apology
Detention
Parent meeting
Temporary removal from areas

Serious:

Internal exclusion
Off-site inclusion
Suspension
Permanent exclusion

12. Cyberbullying

We follow UK Safer Internet Centre guidance.
We:
Educate about cyberbullying.
Understand reporting tools.
Ensure students know how to report.
Where appropriate:
Report to CEOP.

Report sexual abuse images to Internet Watch Foundation.

Report hate content to True Vision.

Report broadcast concerns to Ofcom.

Report adverts to ASA.

This policy should be read alongside Online Safety and Safeguarding policies.

13. Risk Assessment for Child-on-Child Abuse

Risk assessment required if:

Same class/year contact.

Shared social spaces.

Repeat incident.

Criminal offence suspected.

Physical nature.

Parental consultation suggests.

Additional safeguarding concerns known.

14. Safeguarding Process

Staff must:

Refer immediately to DSL.

Follow safeguarding procedures.

Never downplay behaviour as “banter”.

Consider vulnerability of SEND pupils.

Consider Police involvement where threshold met.

15. Prevention Strategy

Curriculum for Life / PSHE

Vertical tutoring

Themed assemblies

National campaigns

Extra-curricular activities

Duke of Edinburgh

Student Anti-Bullying Mentors

Vulnerable Student Lead support

Counsellor access

Collective worship themes

16. Training

Annual anti-bullying training.

Safeguarding updates.

Child-on-child abuse recognition.

SEND vulnerability awareness.

17. Monitoring and Review

Termly analysis by senior leaders.

Governor reporting.

Category breakdown.

Trend analysis.
Annual review cycle.

18. Key Reporting Routes and Support Links

The school recognises that child-on-child abuse and bullying may sometimes need to be reported either internally through school systems or externally where appropriate.

Internal School Reporting (Direct Forms)

Students and parents can report concerns directly using the following online forms:

Student and Parent Bullying/Child-on-Child Report Form

<https://www.olcc.lancs.sch.uk/form/?pid=126&form=23>

Safeguarding Concern/Disclosure Form <https://www.olcc.lancs.sch.uk/form/?pid=126&form=24>

Students are encouraged to use these forms to make disclosures or report concerns if they feel unsafe or worried.

External and Support Reporting

Immediate Danger / Emergency

Call 999

CEOP – Online Exploitation & Abuse: <https://www.ceop.police.uk/Safety-Centre/>

NSPCC – Child Protection Advice: <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/>

Childline – Support for Young People: <https://www.childline.org.uk/>

Call 0800 1111

Internet Watch Foundation – Sexual Images Online: <https://www.iwf.org.uk/>

UK Safer Internet Centre: <https://saferinternet.org.uk/>

Report Harmful Content: <https://reportharmfulcontent.com/>

True Vision – Hate Crime Reporting: <https://www.report-it.org.uk/>

Internet Matters – Parental Guidance: <https://www.internetmatters.org/>

Internal Staff Reporting Protocol

All staff must report behaviour or disclosures via:

CPOMS (record on safeguarding log)

DSL immediately informed

Parents informed where appropriate

This aligns with the procedures in the Safeguarding Policy – Students (see Section on “Reporting Concerns”), ensuring consistency across both documents.

Safeguarding Reminder

The school ensures that pupils, parents and staff understand how to report concerns.

No child will ever be criticised for raising a concern in good faith.

Reports may be made anonymously or via the dedicated forms above.

OLCC CPOMS Logging Checklist – Anti-Bullying & Child-on-Child Abuse 2026

DSL: Mrs Joanne Loxam

Deputy DSL: Mr Richard Teasdale

Immediate Actions

- ☐ Stop behaviour and separate pupils
- ☐ Check for injury / safety
- ☐ Reassure victim

Safeguarding Threshold Check

- ☐ Sexual harassment / sexual violence
- ☐ Image-based abuse / nudes
- ☐ Coercion / extortion
- ☐ Hate incident
- ☐ Physical assault
- ☐ Significant distress

If ANY box ticked → Record on CPOMS and INFORM DSL immediately.

Recording Requirements

- ☐ Record full factual account
- ☐ Separate interviews
- ☐ Attach statements/screenshots
- ☐ Categorise incident type
- ☐ Log parent contact
- ☐ Set review date

Follow-Up

- ☐ Tutor weekly check (1 month)
- ☐ PL review
- ☐ Escalate if repeated
- ☐ Update CPOMS with outcome

Suggested OLCC FORM TIME ANTI-BULLYING CURRICULUM (8 Topics)

Understanding Bullying vs Banter

- Definition of bullying (repetition, intention, power imbalance)
- Difference between conflict, fallouts and bullying
- Why “banter” can still cause harm
- Impact on mental health and learning
- School reporting routes

Outcome: Pupils can clearly identify bullying behaviour.

Respect & Protected Characteristics

- What are protected characteristics?
- What is prejudice-based bullying?
- Microaggressions and harmful language
- Challenging stereotypes
- School expectations and consequences

Outcome: Pupils understand discrimination and zero tolerance approach.

Online Behaviour & Digital Responsibility

- Cyberbullying
- Group chats & exclusion
- Sharing images without consent
- Digital footprint
- Reporting online harm

Outcome: Pupils understand online safeguarding responsibilities.

Bystander Responsibility

- What is a bystander?
- Safe ways to intervene
- Reporting vs “snitching”
- Peer influence and group pressure
- Courage & moral responsibility

Outcome: Pupils understand they have a role in prevention.

Harmful Sexual Behaviour & Boundaries

- What is consent?
- Sexual harassment in schools
- “Jokes” vs sexualised bullying
- Image-based abuse
- Where to get help

Outcome: Pupils recognise sexual misconduct as safeguarding issue.

Conflict Resolution & Restorative Practice

- Managing anger
- Repairing relationships
- Taking responsibility
- Apologising effectively
- Rebuilding trust

Outcome: Pupils develop practical interpersonal skills.

Mental Health & Emotional Impact

- How bullying affects wellbeing
- Signs someone may be struggling
- Self-regulation strategies
- How to seek support
- Role of trusted adults

Outcome: Pupils build empathy and help-seeking confidence.

Reporting, Support & School Systems

- Who are DSL, PL & PSO?
- How to report (forms, staff, anonymous routes)
- What happens after a report?
- Anti-bullying tariff explained
- Redemption & fresh starts

Outcome: Pupils understand transparency of process and consequences.

Suggested OLCC Anti-Bullying Assembly Programme (6 Topics)

Banter or Bullying?

Theme: Understanding Harm

Key Messages:

- What bullying actually is (repetition, intention, power imbalance)
- Why “I was only joking” is not a defence
- The emotional and mental health impact
- Our zero tolerance approach

Assembly Focus:

- Real-life scenarios
- Pupil reflection
- Clear explanation of consequences

Respect in Action

Theme: Protected Characteristics & Inclusion

Key Messages:

- Everyone deserves dignity and respect
- What prejudice-based bullying looks like
- Why discriminatory language is never acceptable
- Catholic ethos of human dignity

Assembly Focus:

- Stories of courage and allyship
- Challenging stereotypes
- School expectations

Your Digital Footprint

Theme: Online Responsibility

Key Messages:

- Cyberbullying consequences
- Image-based abuse
- Group chats & exclusion
- Permanent digital records

Assembly Focus:

- Reporting routes
- Legal implications
- Respect online = respect offline

The Power of the Bystander

Theme: Courage & Responsibility

Key Messages:

- Silence supports bullying

- Safe ways to intervene
- Reporting is protecting, not snitching
- Standing up for others builds character

Assembly Focus:

- Practical scripts for pupils
- Encouraging peer support culture

Boundaries & Consent

Theme: Harmful Sexual Behaviour

Key Messages:

- What consent really means
- Sexual harassment in schools
- Sharing images without consent
- Safeguarding first approach

Assembly Focus:

- Clear expectations
- Serious consequences
- Support available

“Fresh Starts & Redemption

Theme: Accountability & Growth

Key Messages:

- Our Anti-Bullying Tariff explained
- Why consequences exist
- What redemption looks like
- 4-week clean record system
- Positive recognition for change

Assembly Focus:

- Growth mindset
- Responsibility and maturity
- Rebuilding trust

Suggested OLCC Anti-Bullying & Child-on-Child Abuse Comprehensive Staff Training Framework

SECTION 1: CORE ANNUAL TRAINING (All Staff)

These are mandatory for every adult, including support, admin, site and catering staff.

Recognising Bullying vs Conflict

- Definition (repetition, intention, imbalance of power)
- Difference between fallouts and bullying
- Power dynamics and vulnerability
- “Banter” and minimisation
- Early intervention strategies

Child-on-Child Abuse (Full KCSIE Coverage)

- Sexual harassment & sexual violence
- Harmful sexual behaviour
- Image-based abuse / nudes
- Coercion/extortion
- Abuse in intimate relationships
- Upskirting
- Hazing/initiation behaviours
- Threshold for DSL referral
- When behaviour becomes safeguarding

Prejudice-Based Bullying & Equality Law

- Protected characteristics
- Microaggressions
- Racist, sexist, homophobic, transphobic language
- Recording prejudice incidents
- Public Sector Equality Duty
- Hate crime thresholds

Online Safety & Cyberbullying

- Group chats & exclusion
- Filming staff/students
- Deepfakes & AI misuse
- Image distribution risks
- Preserving evidence
- CEOP / IWF reporting routes
- Online Safety Act expectations

Recording & CPOMS Protocol

- Factual recording vs opinion
- Categorisation accuracy
- Escalation triggers
- Red flags for DSL

- Chronology building
- Risk assessment documentation
- Audit defensibility

Responding to Disclosure

- How to listen
- What not to say
- Managing emotional responses
- Avoiding leading questions
- Confidentiality limits
- Immediate actions checklist

Trauma-Informed Practice

- Impact of ACEs
- Hypervigilance & fight/flight
- Trauma vs defiance
- De-escalation techniques
- Regulation strategies

Restorative Practice (With Safeguarding Boundaries)

- When restorative is appropriate
- When it is not
- Facilitating safe restorative conversations
- Avoiding victim pressure
- Rebuilding trust

SECTION 2: PASTORAL & MIDDLE LEADER TRAINING

(PLs, PSOs, AHT, SLT, DSL Team)

Advanced Investigation Skills

- Interview sequencing
- Managing contradictory accounts
- Witness reliability
- Group bullying investigations
- Evidence collation
- Documentation for suspension

Risk Assessment & Management Planning

- Writing victim safety plans
- Managing alleged perpetrator risk
- Timetable adjustments
- Separation strategies
- Supervision planning

Threshold Decision-Making

- When to involve police
- MASH referral thresholds

- Managing borderline cases
- Professional curiosity

Managing High-Risk Sexual Behaviour

- Harmful sexual behaviour toolkit
- Multi-agency working
- Safety mapping
- Reintegration planning

Behaviour Contract & Managed Move Planning

- Drafting robust behaviour contracts
- Off-site direction protocols
- Reintegration structure
- Exclusion documentation defensibility

SECTION 3: PREVENTION & CULTURE BUILDING

Bystander Intervention Training

- Teaching students safe challenge
- Peer culture shifts
- Empowerment messaging

Anti-Bullying Curriculum Delivery

- Tutor time delivery confidence
- Managing difficult discussions
- Handling disclosures during lessons

Inclusive Language & Culture

- Inclusive classroom climate
- Representation & curriculum
- Gender & identity sensitivity
- Cultural literacy

Working With Parents

- Conducting difficult meetings
- De-escalation with angry parents
- Explaining tariff & levels
- Collaborative solution planning

SECTION 4: SPECIALIST MODULES (Advanced)

SEND & Vulnerability Awareness

- Bullying and neurodiversity
- Masking & social vulnerability
- Sensory triggers

- Differentiated intervention

SEMH & Mental Health First Aid

- Recognising distress signals
- Self-harm risk indicators
- Suicide ideation red flags
- Emotional regulation tools

Staff Safety & Professional Boundaries

- Filming staff
- Online abuse of staff
- Responding to threats
- Safe classroom positioning

Group Dynamics & Crowd Psychology

- Escalation in group incidents
- Managing corridor flashpoints
- Breaking audience reinforcement

Legal Framework & Exclusion Law

- Suspension thresholds
- Permanent exclusion law
- Reasonableness & proportionality
- Governor panel preparation

Data Monitoring & Governor Reporting

- Trend analysis
- Protected characteristic breakdown
- Repeat victim tracking
- Early intervention triggers

SECTION 5: INDUCTION TRAINING (New Staff)

Mandatory within first 2 weeks:

- Anti-Bullying policy overview
- DSL introduction (Joanne Loxam / Richard Teasdale)
- Reporting forms & CPOMS walkthrough
- Escalation flowchart
- Safeguarding thresholds

SECTION 6: GOVERNOR TRAINING

Governor Safeguarding Oversight

- Interpreting bullying data
- Equality monitoring
- Ofsted safeguarding questions
- Behaviour tariff defensibility

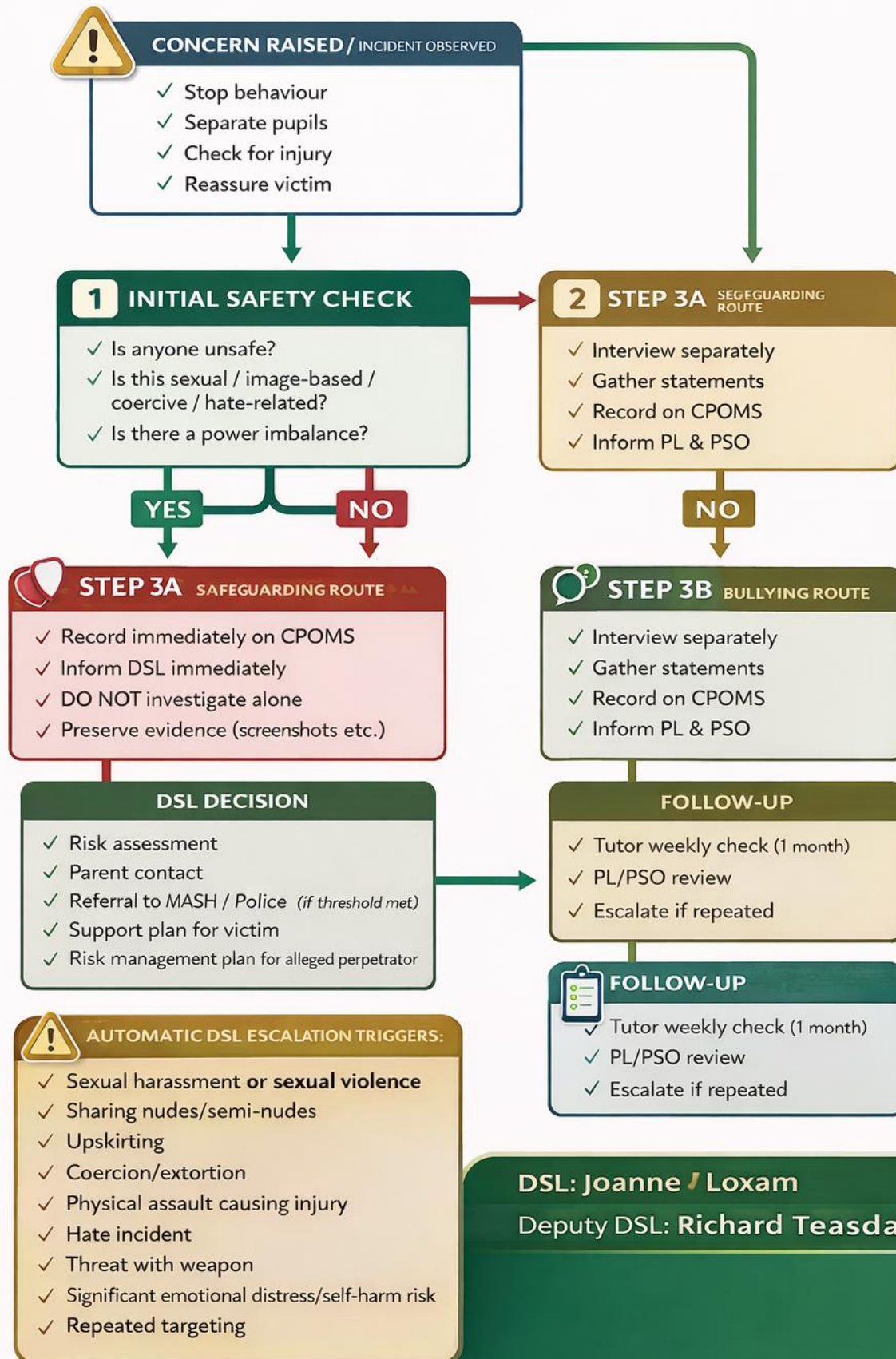
SECTION 7: OPTIONAL ENHANCEMENT TRAINING

- Anti-Bullying Ambassador programme training
- LGBTQ+ ally training
- Cultural competence training
- Conflict mediation skills
- Leadership coaching for behaviour culture



Responding to Bullying & Child-on-Child Abuse

STAFF FLOWCHART



Staged Bullying Response

1 Confirmed Bullying Incident		
	• Formal warning • Parent contact (phone call) • Restorative meeting (if appropriate) • Anti-bullying reflection • 60-minute detention	Lead: PL / PSO Check in period: 2 weeks
2. Further Confirmed Incidents – Repeat Bullying		
	• 1/2 Unit Day • Parent meeting in school • Behaviour report (minimum 2 weeks) • Weekly PL / PSO check-in	Lead: PL Check in Period: 3 weeks
3. Further Confirmed Incidents – Persistent Bullying / Targeted Behaviour		
	• 2–3 Unit Days (based on severity) • Anti-Bullying Contract issued • Daily report if needed • Consider timetable adjustment • Consider off-site direction discussion • Referral for targeted intervention (SEMH / SEND review)	Lead: PL + AHT Check in period: 4 weeks
4 – Serious or High Harm Bullying		
Includes: • Physical assault linked to bullying • Prejudice-based bullying	Sanction: • Immediate Unit (minimum 1 day) • Suspension (if threshold met)	Lead: DSL + SLT

• Sexualised bullying • Image-based abuse • Coercion/extortion • Significant emotional harm	• DSL risk assessment • Parent formal meeting • Possible Off Site Direction discussion	
5. – Extreme / Persistent Harm		
	• Suspension • Off-site direction • Consideration of Permanent Exclusion • Multi-agency involvement	Lead: DSL/ AHT/Headteacher
PREJUDICE-BASED BULLYING (Automatic Escalation Rule)		
If bullying involves: • Race • Religion • Disability • Sex • Sexual orientation • Gender reassignment	→ Minimum sanction = 1 Unit Day → DSL informed → Logged as prejudice-based incident	

Repeat offences escalate automatically one stage.