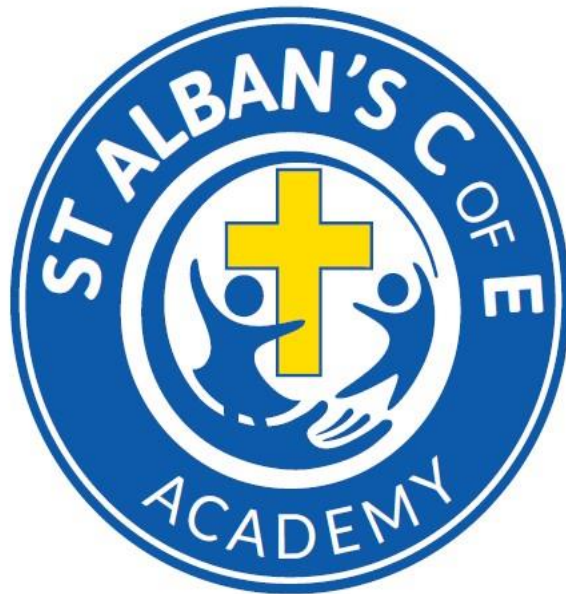


St Alban's C of E Academy

In Association with:

Manor Multi-Academy Trust



Child on Child Abuse
including Bullying Policy

St Alban's C of E Academy
Child on Child Abuse including Bullying

Rationale

The Governors', staff and children of St Alban's C of E Academy oppose all forms of Child on Child abuse. By encouraging respect, thoughtfulness and consideration to others whatever their race, age, gender, disability, culture, or religion we aim to develop mutual respect and believe this can prevent Child on Child abuse or bullying in our academy.

Pupils who are being abused or bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. At St Alban's Academy pupils are actively encouraged to report Child on Child abuse. All school staff are to be alert to the signs of bullying, and Child on Child abuse, and act promptly and firmly against it in accordance with school policy.

Aims and objectives

Child on Child abuse is wrong and damages individual children. We therefore do all we can to prevent it, by developing an academy ethos in which Child on Child abuse and bullying are regarded as unacceptable.

We aim, as an academy, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent academy response to any incidents that may occur. We aim to make all those connected with the academy aware of our opposition to Child on Child abuse, and we make clear each person's responsibilities with regard to the eradication of Child on Child abuse in our academy.

This policy:

- Is the School's overarching policy for any issue that could constitute Child on Child abuse. It relates to, and should be read alongside, the School's child protection policy and any other relevant documentation including, but not limited to online safety, safe IT use, data protection and retention of records, children missing in education, behaviour and discipline and exclusions.
- Sets out our strategy for improving prevention, and identifying and appropriately managing Child on Child abuse. It is the product of a comprehensive consultation – which has involved students, staff and parents, and a risk assessment.
- Applies to all [governors, the senior leadership team, and staff]. It is reviewed annually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which students are or may be exposed.
- Recognises that abuse is abuse, and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up',
- Is compliant with the statutory guidance on Child on Child abuse as set out in "Keeping Children Safe in Education" (September 2021)
- Does not use the term 'victim' and/or 'perpetrator'. This is because our School takes a safeguarding approach to all individuals involved in concerns or allegations about bullying and Child on Child abuse, including those who are alleged to have been abused, and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter. Research has shown that many children who present with harmful behaviour towards others, in the context of Child on Child abuse, are themselves vulnerable and may have been victimized by peers, parents or adults in the community prior to their abuse of peers.

- It is also more likely that girls will be victims and boys perpetrators, but all Child on Child abuse is unacceptable and will be taken seriously
- Should, if relevant, according to the concern(s) or allegation(s) raised, be read in conjunction with the DfE's advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE's Advice) (May 2018), and any other advice and guidance referred to within it

What is Child on Child Abuse?

A peer is someone who might be a friend or another child at school. Abuse is something which usually physically or emotionally hurts another person by using behaviour that is meant to scare, hurt or upset that person. Sometimes, it can be hard to know when abuse is happening, because not all abuse will hurt, scare or upset people, and they might not know it is happening. There are lots of different types of abuse. It is important children know what these types of abuse are as Child on Child abuse can include, but is not limited to:

- Physical and sexual abuse
- Sexual harassment and violence
- Emotional harm
- On and offline bullying
- Teenage relationship abuse
- It can even include grooming children for sexual and criminal exploitation.

(<https://educationinspection.blog.gov.uk/2019/10/04/what-is-Child-on-Child-abuse/>)

Bullying

Bullying is behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally. Bullying can be motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities' (Preventing and tackling bullying. Advice for Headteachers, staff and governing bodies. October 2014, DfE) Bullying is not just hitting, kicking or saying unkind things repeatedly to someone, it can include:

Type of Bullying	Definition
Emotional	hurting someone's feelings, leaving them out or bossing them about.
Physical	punching, kicking, spitting, hitting or pushing someone
Verbal	teasing someone, calling them names or using rude hand signs. People can also use verbal bullying to be racist or homophobic.
Racist	bullying someone because of their skin colour, race or what they believe in
Homophobic	bullying someone because of their gender or sexuality; calling someone gay or lesbian to hurt their feelings would be homophobic
Sexist	bullying someone because of their sex (whether they are a boy or a girl)
Cyber	sending horrid messages over the internet or by text message. Bullying can be done through another person, by one person sending another person to say nasty things

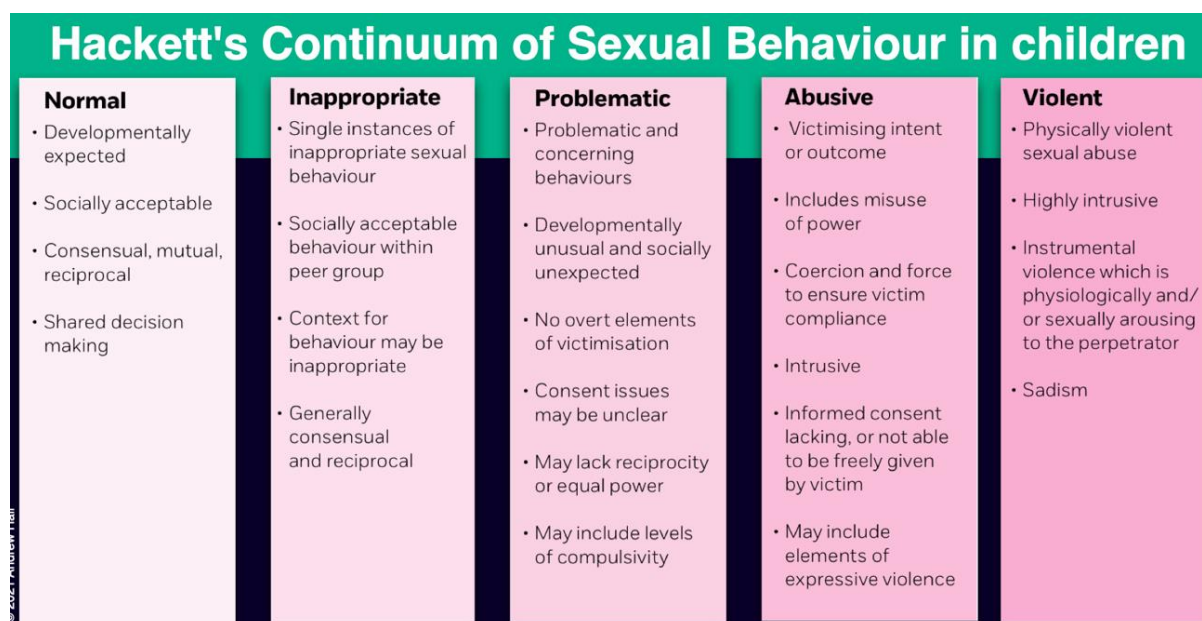
Sexual Behaviour

Type	Definition
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)	
Sexual Harassment	<ul style="list-style-type: none"> • Unwanted conduct of a sexual nature that can occur online and offline • Violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment

	<ul style="list-style-type: none"> ▪ Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualized names; ▪ Sexual “jokes” or taunting; ▪ Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and ▪ Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁸ It may include: <ul style="list-style-type: none"> ▪ Non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges); ▪ Sexualised online bullying; ▪ Unwanted sexual comments and messages, including, on social media; and ▪ Sexual exploitation; coercion and threats.
Sexual Violence	<ul style="list-style-type: none"> ▪ Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. ▪ Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. ▪ Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.) ▪ Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)
Sexting	<ul style="list-style-type: none"> ▪ Someone sends or receives a sexually explicit text, image or video ▪ This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’ ▪ Once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere ▪ By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

<u>Harmful Sexual Behaviour</u>	<ul style="list-style-type: none"> Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage Ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. A younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.
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Hackett (2010) (<https://learning.nspcc.org.uk/media/1657/harmful-sexual-behaviour-framework.pdf>) proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant. As identified in Hackett's model, below, children and young people with harmful sexual behaviours are a varied and complex group with diverse needs that cannot be addressed by a 'one size fits all' model of service provision.



How do we prevent Child on Child abuse in our school?

As a school, we minimise the risk of allegations against other children by:

- Providing an appropriate PSHE/RSE curriculum, through our Personal Life Skills lessons, which teach children about the importance of relationships, safe touch, consent, acceptable behaviour and respect.
- Providing a developmental online safety curriculum which teaches children how to stay safe online including relationships and communications online, balancing time online cyberbullying and rights online.
- Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school.

- Having systems in place for any child to raise concerns with staff, whether that is lunch supervisors, teaching assistants, teachers or leaders, knowing that they will be listened to, believed and valued in a non-judgemental environment.
- Creating a safe, considerate and respectful school culture, both within classrooms and outside, to ensure positive relationships and attitudes are encouraged and recognised.
- Developing risk assessments, where appropriate, for targeted work for children identified.

How do we respond to allegations of Child on Child abuse?

When an allegation is made by a child against another child, or about a Child on Child incident they have witnessed or been a part of, members of staff should consider whether the complaint raises a safeguarding concern. Responses to Child on Child abuse will be handled on a case by case basis. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) should be informed. The member of staff will listen to the disclosure, using open language and questions, and demonstrate understanding without judgement. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe

Reports of a sexual nature

Where there's been a report of **sexual violence**, the DSL or DDSL should report immediately to the police and make an immediate risk assessment (See appendix A), considering:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Where there's been a report of **sexual harassment**, the need for a risk assessment should be considered on a case-by-case basis. These risk assessments will be stored and kept under review. The DSL will engage with children's social care and specialist services as required. The DSL will decide how to manage the report, including when to inform the alleged perpetrator(s). This depends on a number of important considerations, including:

- The wishes of the victim and how they want to proceed
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages and developmental stages of the children involved
- Any power imbalance between the children.
- Whether the alleged incident is a one-off or part of a sustained pattern of abuse
- That sexual violence and sexual harassment can take place within intimate personal relationships between children
- Whether there are ongoing risks to the victim (or anyone else)
- Any related issues and wider context, including links to child sexual exploitation and child criminal exploitation

There are four likely scenarios when dealing with a disclosure of a sexual nature:

1	Manage Internally	In circumstances that do not require early help or statutory interventions. This may include: <ul style="list-style-type: none"> • A verbal warning • Whole class discussions, where appropriate, to promote respect and positive relationships • A restorative conversation out of class and an apology for the victim <ul style="list-style-type: none"> • A phone call or letter to parents • A period of internal exclusion from class • A fixed term or permanent exclusion
2	Early Help	In circumstances where statutory interventions are not required but the child/family continues to need support to prevent further problems arising, with consent from parents/carers and the child
3	Referrals to children's social care	Where a child has been harmed, is at risk of harm, or is in immediate danger
4	Report to the police	In parallel with a referral to children's social care, where a report of rape, assault by penetration or sexual assault is made

The school and the Designated Safeguarding Lead will also take account of the wider context in which the alleged incident(s) of Child on Child abuse took place, for example the physical environment of the school; route/travel to and from school; online environment and gender norms

- A factual record should be made of the allegation, using the child's language, and recording the facts as the child presented them.
- Parents will be informed and any incidents discussed at the earliest opportunity
- The Designated Safeguarding Lead should contact Multi Agency Safeguarding Hub for advice if required. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate;
- If the allegation indicates that a potential criminal offence has taken place, the police may become involved;
- If the allegation highlights a potential risk to the safety, it may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- Staff may confiscate devices for evidence to hand to the police, if the report includes an online element.

Reports of Bullying

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- In any case of alleged bullying, either the Class Teacher or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decisionmaking, as appropriate.

- The DSL will be informed of all bullying issues where there are safeguarding concerns
- Any bullying allegations, and actions taken, will be logged on the school's behavioural system.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.

The role of Governors'

- The Governors' support the Head of School in all attempts to eliminate Child on Child abuse and bullying from our academy. This policy statement makes it very clear that the Governors'' do not allow bullying to take place in our academy, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governors' monitors the incidents of Child on Child abuse and bullying that occur, and review the effectiveness of the academy policy regularly. The Governors' require the Head of School to keep accurate records of all incidents of Child on Child abuse and bullying and to report to the directors on request about the effectiveness of academy anti-bullying strategies.
- The Governors' respond within ten days to any request from a parent to investigate incidents of Child on Child abuse and bullying. In all cases, the directors notify the Head of School and ask him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

The role of the Head of School

- It is the responsibility of the Head of School to implement the academy anti-bullying strategy and ensure that all staff, both teaching and non-teaching, are aware of the academy policy and know how to deal with incidents of bullying. The Head of School reports to the Governors'' about the effectiveness of the anti-bullying policy on request.
- The Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this academy. The Head of School draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of School may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The Head of School ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The Head of School sets the academy climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming academy, bullying is far less likely to be part of their behaviour.
- The Head of School will respond immediately to any concerns raised by parents/children.
- The Head of School will arrange a review meeting with parents within 2 days.

The role of the teacher

- Teachers in our academy take all forms of Child on Child abuse and bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of incidents that happen in their class and that they are aware of in the academy.

- If teachers witness an act of Child on Child abuse and bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head of School, the teacher informs the child's parents.
- We record all incidents of Child on Child abuse and bullying that occur on a specifically designed database.
- If, as teachers, we become aware of any Child on Child abuse and bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and consequences for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.
- If a child is repeatedly involved in bullying other children, we inform the Head of School and the special needs co-ordinator. We then invite the child's parents into the academy to discuss the situation.
- In more extreme cases, for example where these initial discussions have proven ineffective, the Head of School may contact external support agencies such as the Local Authority Academy Improvement Partners.
- Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- Teachers use our Personal Life Skills curriculum (PSHE and RSE) to ensure children are aware of and understand how to recognise hurtful behaviour, respect people's differences, recognise prejudice, explain bullying in different forms and express opinions respectfully. Our online safety curriculum specifically teaches children about cyberbullying including the power words can have online, appropriate responses and how to be upstanding citizens when it comes to communicating online.

The role of parents

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents have a responsibility to support the academy's anti-bullying policy and to actively encourage their child to be a positive member of the academy.
- All adults and stakeholders are expected to use non-aggressive ways of communicating and as role models, demonstrate assertiveness skills for dealing with bullying. For example if a child is teased or subjected to banter then they are taught to apply the assertive language of 'stop' or 'no' to prevent any further upset.

Strategies to deal with bullying

- All children will be encouraged to follow the academy motto and report incidents of bullying to a member of staff straight away. We also encourage children to use the school's six Christian Values to influence their words and actions.
- Children will be given regular reminders of the rules by staff in whole school and class assemblies.
- There will be a yearly distribution of the Academy Expectations to all staff, children and parents, which will include the academy's motto and rules
- Work on anti-bullying will be included in the curriculum across the school year. Assembly themes will cover anti-bullying across the academy year.



Play time and Dinner time

From working with and talking to the children and from a questionnaire to parents, most bullying seems to take place at dinner time and play time.

The following strategies are to be put in place after consultation with staff, children, parents and dinner time assistants.

- Staff on duty to walk around the playground closely watching all children.
- Children should tell the member of staff if they have a problem straight away.
- Staff on duty must deal with the situation straight away by listening to and talking to, the victim, the bully and any witnesses.
- Children who are involved in aggressive, physical behaviour should be referred to the midday supervisor to be sanctioned and counselled. The child's name should be entered into log along with the staff on duty who dealt with the incident.
- The child should be asked to explain his/her actions and where applicable, share or write a letter of apology
- The mid-day supervisor must inform the child's class teacher so that the child's name can be entered into the behaviour log and the behaviour discussed during reflection time.
- If the child's repeatedly bullies other children/adults then the child's parents will need to attend a formal meeting with the Head of School to discuss the behaviour of their child.
- Lunch staff need to keep the classroom doors shut as much as possible to avoid problems arising in the toilets and corridor areas and as a safety precaution.
- Staff must supervise the movement of children through the corridor and classrooms during lunchtime and check/monitor the toilets.

Positive strategies to encourage self-discipline and respect for others:

- Keeping the playgrounds marked with zones to give the children enjoyable active experiences and to encourage them to play together.
- Purchase and maintain small games equipment, e.g. skipping ropes, bean bags, hoops, for use on the playground. Misuse will result in non-participation.
- Staff to demonstrate how to use equipment and ways in which it can be utilised.
- Staff to support and teach children playground games that demonstrate collaboration and respect.
- Quiet areas to be marked out for children who do not wish to participate (e.g. seating areas)

- Children must ask permission to visit the toilet – reducing numbers in and out.
- Football or basketball zones to be marked and maintained on the playground, with clear boundaries within which play must be confined.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head of School, who reports to Governors' about the effectiveness of the policy on request.

Appendix A
Risk Assessment

AREA OF RISK	CONSIDERATIONS	VICTIM	PERPETRATOR	NOTES	ACTIONS
<p>Details of the incident</p> <p>Record details of the incident from the point of view of both children</p>	<ul style="list-style-type: none"> • How serious is the incident? Was it a crime? • Were there any other victims? [If yes, add extra columns for each other child] • Do we need to make arrangements to limit contact between the children involved, other than keeping them a reasonable distance apart on school premises including at before and after-school activities? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) • How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident? • Did the incident take place within an intimate relationship between the children? • Are there any related issues, including links to child sexual exploitation and child criminal exploitation? 				

<p>Social risks</p>	<ul style="list-style-type: none">• Do the children share a peer group? Are people in their friend group likely to take sides?• Do they both attend your school?• Do other people know about the incident? Do those people understand:<ul style="list-style-type: none">○ Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing○ The importance of confidentiality○ If, and how, they may need to be involved in any further investigations• Are they likely to be the subject of gossip, bullying or further harassment?• Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)?• Do they risk being alienated from their friend group(s) as a result of this incident?				
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AREA OF RISK	CONSIDERATIONS	VICTIM	PERPETRATOR	NOTES	ACTIONS
Physical risks	<ul style="list-style-type: none"> • Do they feel, or continue to feel, physically threatened by the other child? • Do you have reason to believe there is a continued risk to the safety and wellbeing of the children involved, or other pupils and staff? • Is either party at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers) • Do they share classes/break times/etc.? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited? 				

AREA OF RISK	CONSIDERATIONS	VICTIM	PERPETRATOR	NOTES	ACTIONS
Environmental risks	<ul style="list-style-type: none"> • Do they live in a home where violence or abuse has occurred? • Do they live in or near an area or location known to police to be high risk for sexual harassment or assault? • Are they active on social media? If so, how? Do they know how to protect themselves from online grooming? • What activities do they take part in outside of school? • Are parents clear about: <ul style="list-style-type: none"> ○ How the school (and partner agencies) are handling the incident? ○ Confidentiality? ○ The conduct expected of them while an investigation is ongoing? 				