

RIPLEY ST THOMAS

A CHURCH OF ENGLAND ACADEMY



Anti-Bullying Policy (Child on Child Abuse)

Originator: Mrs K Benter
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Ripley St Thomas
Ashton Road
Lancaster
LA1 4RS

t 01524 64496 **f** 01524 847069
e admin@ripley.lancs.sch.uk
website www.ripleysthomas.com

Believe.....

Anti-bullying Policy (Child on Child Abuse)

School statement on child on child abuse

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aims and purpose of the policy

- To ensure a secure and positive environment free from threat, harassment, discrimination or any type of abusive behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that child on child abuse is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of child on child abuse that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain an abusive-free environment.
- To outline our commitment of continuously improving our approach to tackling child on child abuse by regularly monitoring and reviewing the impact of our preventative measures. This includes reviewing this policy and those relating to behaviour and equality.

1. Definition of child on child abuse

Child on child abuse is hurtful, unkind or threatening behaviour which is deliberate and **repeated**. Child on child abuse can be carried out by an individual or a group of people towards another individual or group, where the abuser(s) hold more power than those being abused. If child on child abuse is allowed it harms the perpetrator, the target and the whole school community and its secure and positive environment.

The nature of child on child abuse can be:

- Physical (eg hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (eg name calling, ridicule, comments)
- Online (eg messaging, social media, email)
- Emotional/indirect/segregation (eg excluding someone, spreading rumours)
- Visual/written (eg graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent child on child abuse

Child on child abuse can be based on any of the following things:

- Race (racist abuse)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)

- Gender (sexist abuse)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to being a member of an identified vulnerable group

2. Reporting Child on Child Abuse

Child on child abuse can be reported to any adult at school. However young people will often identify a member of the Ripley community they feel comfortable with to tell. This could be the progress tutor, progress leader, assistant progress leader, learning support staff, teachers or mentors.

Reporting can be via parent line, email, telephone or the dedicated welfare number (07935029991)

Reporting – roles and responsibilities

- Staff - all staff have a duty to challenge child on child abuse, (including homophobic, biphobic and transphobic (HBT) abuse, and derogatory language), report child on child abuse, be vigilant to signs of child on child abuse and play an active role in the school's efforts to prevent child on child abuse. The pastoral staff will take the lead in dealing with allegations of child on child abuse.
- The Senior Leadership team and Principal - have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.
- Parents and carers - also have a responsibility to look out for signs of child on child abuse (eg distress, feigning illness, lack of concentration). Parents and carers should support their child to report the child on child abuse.
- Pupils - should not take part in any kind of child on child abuse and should watch out for signs of child on child abuse among their peers. Pupils should never be bystanders to incidents of child on child abuse – they should offer support to the victim and encourage them to report it.

3. Responding to child on child abuse

When child on child abuse has been reported, the following actions will be taken:

1. Investigate the incident following Ripley procedure to gather accounts and evidence from those involved and from witnesses.
2. Consider the incident and which individuals are responsible for which actions. Decisions should be considered on the balance of probability if there is ambiguity.
3. Support will be offered to the target of the abuse from the most appropriate person. This could be the pastoral team, subject teacher, peer mentor, Chaplain, school nurse or counsellor. Restorative justice is a system that could be used to resolve the issue. However, it may be necessary to issue sanctions in line with the Behaviour for Learning Policy.
4. Parents and carers will be contacted so they are aware of the incident. Their support will be invaluable for their child, whether the victim or the perpetrator.

5. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.
6. Staff will record the child on child abuse on an incident reporting system (CPOMS).
7. The Vice Principal will monitor reported incidents and this information will then be analysed.
8. The Vice Principal will produce termly reports summarising the information which will be reported to the governing body.

4. Child on child abuse outside of school

Child on child abuse is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Child on child abuse can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of online bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to child on child abuse outside of school and report and respond according to their responsibilities outlined in this policy above. Parents are encouraged to limit mobile phone use in the evenings and to monitor communications at home.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of abuse listed in our definition of child on child abuse. It will be challenged by staff and recorded and monitored on the CPOMS database, and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to challenge and record the casual use of derogatory language using informal mechanisms such as a classroom log.

6. Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the Principal regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent child on child abuse as it enables targeted anti-bullying interventions.

7. School strategies to prevent and tackle child on child abuse

We use a range of measures to prevent and tackle child on child abuse including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report child on child abuse.
- Child on child abuse can be reported through the dedicated mobile number which is advertised around school, in form rooms and in pupil journals.
- The PSHE programme of study includes opportunities for pupils to understand about different types of child on child abuse and what they can do to respond and prevent

child on child abuse. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.

- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging child on child abuse.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Tutor time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Peer-mentoring, pupil-led programmes offer support to all pupils at Ripley.
- Restorative justice methods are used to remediate, resolve and provide support to targets of child on child abuse and those who show abusive behaviour.
- Pupils are involved in developing school-wide anti-bullying initiatives through consultation.
- Working with parents and carers, and in partnership with community organisations to tackle child on child abuse where appropriate.

8. Training

The Principal is responsible for ensuring that all school staff receive regular training on all aspects of the anti-bullying policy.

9. Monitoring the policy

The Principal and Vice Principal are responsible for monitoring the policy on a day to day basis. The Principal and Vice Principal are responsible for monitoring and analysing the recorded data on child on child abuse. Any trends are noted and reported to governors.

10. Evaluating and reviewing

The Principal is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report. If further improvements are required the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months, in consultation.