

RIPLEY ST THOMAS

CHURCH OF ENGLAND ACADEMY



Anti-Bullying Policy (Child-on-child Abuse)

Originator: Mrs J Quarry
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An Education for Life

OUR VISION

We aim for all members of our Christian community to flourish spiritually, academically and personally so that they can live life in all its fullness.

'I have come in order that you might have life – life in all its fullness.'

(John 10:10)

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 any behaviour by a child that causes harm to another child. It may occur as a one-off incident or a series of incidents, and may occur with or without a power imbalance.

It can include physical, verbal and online abuse. Additional forms include sexual violence, sexual harassment, sharing of nude or semi-nude images, upskirting, abuse in intimate relationships, and initiation/hazing behaviours.

All child-on-child abuse is recognised as a safeguarding concern and will be managed in line with the Child Protection and Safeguarding Policy.

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 Headteacher - 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 not be bystanders and should intervene directly. Pupils should report concerns to a trusted adult and should not be expected to intervene directly.

The role of the DSL

All concerns must be reported to the Designated Safeguarding Lead (DSL), who will take overall responsibility for safeguarding decisions and referrals to external agencies.

3. Responding to child-on-child abuse

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

1. The school will investigate incidents and apply sanctions where appropriate. Response will include immediate safeguarding actions, risk assessment, victim support, and consideration of referral to external agencies such as police or social care.
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 Deputy Headteacher will monitor reported incidents and this information will then be analysed.
8. The Deputy Headteacher will produce termly reports summarising the information which will be reported to the governing body.

Victim centered approach

Victims will be taken seriously, supported, protected, and reassured that they are not to blame.

Online Safety Updates

Online bullying includes messaging and social media. This has been expanded to include risks such as misinformation, disinformation, and other online harms.

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

9. Monitoring the policy

The Headteacher and Deputy Headteacher are responsible for monitoring the policy on a day-to-day basis. The Headteacher and Deputy Headteacher 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 Headteacher 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.

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