

St Mary's CEVA Primary School

Child on child abuse Policy (anti bullying)



Adopted: April 2021
(updated Sep 22 to Child on child abuse)
Reviewed Sep 25
Reviewed Sep 26

Review date: Sep 27

Our policy has been created in line with 'Flourishing for all', 'Fruits of the Spirit: Character Education' and the 'Church of England's Vision for Education: Deeply Christian; Serving the common good'. Staff and governors have been made aware of these documents which form the foundation for the school's ethos, decision-making process and policy design.

We have also carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Child on child abuse of any kind is unacceptable at our school. If child on child abuse does occur, all children should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that child on child abuse is happening is expected to inform members of staff.

Every allegation of child on child abuse must be investigated by Learning Mentors or SLT using a School Child on child abuse Log

What Is Child on child abuse?

Child on child abuse is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Child on child abuse results in pain and distress to the victim.

Child on child abuse can be, but not limited to:

- **Emotional:** Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force. Excluding a child knowingly.
- **Physical:** Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** Unwanted physical contact or sexually abusive comments

- **Homophobic:** because of or focusing on the issue of sexuality or gender. Homophobic, biphobic and transphobic (HBT)
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- **Cyber:** All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

Why is it Important to Respond to Child on child abuse?

Child on child abuse hurts. No one deserves to be a victim of child on child abuse. Everyone has the right to feel safe all of the time. Children who are child on child abuse need to be taught and supported to make behavioural changes.

Objectives of this Policy

- All governors, teaching and non-teaching staff, children and parents should have an understanding of what child on child abuse is.
- All governors and teaching and non-teaching staff should know what the school's policy is on child on child abuse and follow it when child on child abuse is reported.
- All children and parents should know what the school's policy is on child on child abuse and what they should do if child on child abuse arises.
- As a school we take child on child abuse seriously. Children and parents should be assured that they will be supported when child on child abuse is reported.
- Child on child abuse will not be tolerated in our school.

Staff Responsibilities

- To implement procedures to confront child on child abuse of any form
- To listen to all parties involved in incidents
- To take appropriate action and to refer to Inclusion Team or SLT via 'My Concern'
- To work with SLT and Inclusion team to share with parents of the victim and bully, incidents of serious and /or persistent child on child abuse
- To promote the use of a range of learning inputs that proactively challenge child on child abuse
- To promote the use of interventions which are least intrusive and most effective

Signs and Symptoms

A child may indicate by signs or behaviour that they are being bullied. All adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes in behaviours

These signs and behaviours could indicate other problems, but child on child abuse should be considered a possibility and should be investigated.

Procedures

1 Anyone who receives an allegation of child-on-child abuse must refer on 'My Concern' immediately to DSL who will complete actions linked to the concern, update 'My Concern' and complete the relevant outcomes.

Outcomes

- Restorative meeting
- Therapeutic intervention
- Use of home / school communication books
- Involvement of external agencies
- Monitoring by Mentor
- Peer support/peer mentoring
- Formal recording (racism/homophobia)
- Use of behaviour contract
- Liaison with parent/carer/social worker
- In serious cases, suspension or even exclusion will be considered
- If possible, the children will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated child on child abuse does not take place. This will be shared with all staff so all can be vigilant.