

SUMMERHILL ACADEMY

Child on Child Abuse Policy



Date Implemented: September 2022

Review Date: September 2023

Amendments to this policy: September 2022. We have reacted to the updated KCSIE 2022 guidance to make the changes for September 2022. The former use of the term, anti-bullying has been amended throughout the policy to child-on-child abuse or harm.

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Summerhill Academy

Child-on-child Abuse Policy

1. Introduction

This child-on-child abuse policy is built upon the school's ethos of respect for all. It compliments and draws on the following policies:

- Racial Equality
- Gender Equality
- Disability Equality Scheme
- Inclusion
- Positive Behaviour

2. Aims

- To ensure that all people (children and adults) in the school community are able to work in a safe and secure environment free from humiliation, harassment, oppression and abuse.
- To clarify for all members of the school community that bullying is not acceptable and must be totally discouraged. Everyone must act in a positive way to ensure that bullying is challenged and reported.
- To ensure that all pupils, parents, staff, governors and others are aware of this policy and know that appropriate action will be taken.
- To recognise that child-on-child abuse can take place off-site and that the school will endeavour to respond appropriately as if it had happened on site by involving external agencies.

3. Objectives

- Child-on-child abuse is reported, recorded and monitored, followed up with appropriate action to stop the child-on-child abuse.
- Preventative measures are embedded within the school's curriculum and supported by extra-curricular work for identified pupils.
- The whole school community identify Summerhill as an environment where it is '*Safe to Tell*'.

4. What is child-on-child abuse?

Child-on-child abuse is **repeated** behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. Child-on-child abuse is about power. Targets feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help.

Child-on-child abuse can include: name calling, taunting, mocking, sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence, sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, upskirting, initiation/hazing involving harassment, abuse or humiliation used as a way of initiating a person into a group, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Any of these may also have contexts that discriminate in relation to race, gender, perceived or actual sexual orientation, SEN or disability.

The characteristics of some people may mean they are more likely to be either:

- (a) bully – the instigator
- (b) are bullied- the target

Reasons for child-on-child abuse:

1. lack close friends
2. be shy
3. have an over or under-protective family environment
4. extra familial harm
5. belong to an ethnic minority group
6. have a disability
7. have special educational needs
8. display anti-social/poor behaviour
9. display intrusiveness or a tendency to spread gossip
10. be arrogant
11. belong to a family whose members may have contexts which discriminate in relation to race, sexual orientation, SEN, disability, addiction or criminality
12. looked after child
13. have a background of poverty/wealth

14. are perceived as exceptionally attractive/unattractive

5. Possible Signs of Child-on-child abuse

Those being targeted may show signs in their behaviour such as becoming shy, nervous and anxious, feigning illness or clinging to adults/safe friends. Their work may deteriorate. They may lack concentration or even truant / absent themselves from school.

6. Safe to Tell

It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure can be direct and open (verbal) or indirect and anonymous (non-verbal). Chatter boxes are available for indirect/anonymous disclosure. Everyone must realise that not telling means that the bullying is likely to continue.

7. Preventative Measures

Strategies for helping to understand what child-on-child abuse is and preventing child-on-child abuse will be taught as part of our ongoing curriculum work in PHSE through Jigsaw. Child-on-child abuse will be tackled in a proactive approach through 'being a good friend' and conflict resolution. Assemblies will focus on themes surrounding issues such as being able to (advocate Instead of standing up) for ourselves, not following the crowd and celebrating diversity, and may be supplemented by material from national charities such as the NSPCC and Children in Need.

Further preventative work with specific children/groups is facilitated by the school and referral to relevant external agencies e.g. Not Just Behaviour, Support Against Racial Incidents (SARI), Education Action Challenging Homophobia (EACH).

8. Procedures when child-on-child abuse occurs

Where a child is the target....

1. Child-on-child abuse should be reported directly/indirectly, generally, in the first instance, to the target's class teacher. Any member of the school community can make a report. Encouragement is given to report incidences that are observed as well as those in which a person has been directly involved.
2. Class teachers are to monitor disclosures and record on CPOMS
3. Class teachers respond to disclosures under the following guidelines:

- use circle time to explore/discuss minor issues and disagreements
- report immediately to designated member of Senior Leadership Team (SLT) if the incident is directly discriminatory towards a minority group
- report immediately to head teacher if the incident is of extreme physical/verbal violence
- monitor their behaviour books fortnightly looking for patterns of bullying behaviour as defined in the policy i.e., repeated behaviour.
- complete alleged bullying form (ABA) and give to the designated member of SLT if an incident of child-on-child abuse appears to be occurring
- inform the designated member of SLT if the same name/s are being repeated when behaviour incidents are investigated or if a child is causing concern

4. The designated member of SLT is responsible for ensuring effective measures to stop the child-on-child abuse and take preventative measures to stop re-occurrence under the following guidelines:

- ensure that the target's voice is heard by completion of the Alleged Bullying Incident form with them, which is forwarded to the Principal.
- meet with all parties, investigate the incident and collect points of view
- record and report all incidences of discriminatory bullying against a minority group on the appropriate child-on-child chronology
- discuss an action plan with all parties, this may include:
 - daily reporting to designated member of SLT
 - small group work
 - 1:1 work
 - support from external agencies (BSNS, SARI, BCC)
 - parental/carer involvement
 - peer mediation, including restorative approaches

5. The Principal is responsible for checking the action plan and deciding on appropriate sanctions in line with the behaviour policy.

6. Implement consequences for perpetrators that adhere to the behaviour policy and may include restorative justice where appropriate

Where an adult is the target, the adult reports directly/indirectly to a Senior Member of Staff.

9. Monitoring and Evaluation

This policy and accompanying procedures will be monitored, and the effectiveness will be evaluated in the light of:

- Pupil's willingness to report incidents
- Pupil feedback questionnaires
- Staff vigilance and response to child-on-child behaviour

The Senior Member of Staff with responsibility for this policy is the Principal.

Conclusion

As a result of our proactive and positive approach to social education, we aim to ensure that children at Summerhill will develop the necessary skills and attitudes to be confident in building successful relationships with each other. They will be able to recognise acceptable and unacceptable behaviour. Through our caring ethos children will be confident to tell should they feel that they are experiencing or aware of bullying. Bullying will be recognised as unacceptable behaviour and will not be tolerated.

This policy will be reviewed every other academic year.