



VICTORIA PARK JUNIOR SCHOOL

Child on Child Abuse Policy

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VICTORIA PARK JUNIOR SCHOOL



CHILD ON CHILD ABUSE POLICY

Overview

At Victoria Park Junior School child on child abuse and any other forms of intimidation including bullying will not be tolerated.

It is expected that:

- All members of the school community will treat others with kindness and respect and all will care well for each other and follow the school's values.
- All members of the school community will come to school without fear and will be safe and happy in school.
- All members of the school community will be vigilant and will intervene promptly and appropriately if there are any signs or reports of child on child abuse.

Objectives

1. To ensure that everyone feels safe and free from child on child abuse and intimidation.
2. To build an ethos where learners feel safe, free from threat and intimidation.
3. To promote good relationships where everyone is treated well and where learners care for each other.
4. To act promptly and effectively at the first sign of child on child abuse.
5. To encourage learners and parents/carers to report any child on child abuse.
6. To protect and reassure any victims of child on child abuse.
7. To have effective strategies to deal with child on child abuse.
8. To have effective sanctions to deter child on child abuse and to use restorative practise and strategies.

Outcomes

Victoria Park Junior School has a warm, friendly, welcoming and safe ethos. It is a place where child on child abuse is not tolerated and where everyone treats each other as they themselves would expect to be treated.

Child on child Abuse - Definition

Child on child abuse is behaviour, which is intended to hurt, threaten or frighten someone else.

What is child on child abuse?

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence;
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment;
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual sharing of nude and semi-nude images and/or video (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals

There is further information in Keeping Children Safe in Education 2024 (159 and 160)

Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms including:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online

- Trolling - sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

Strategies to prevent and address child on child abuse & bullying

1. We use our behaviour regulation policy effectively to promote good behaviour so that there is an ethos where child on child abuse and bullying is unacceptable.
2. All members of the school community are expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
3. Learners are encouraged to report child on child abuse and bullying and when they do so they are listened to and taken seriously.
4. Every allegation of child on child abuse and bullying is investigated and followed up.
5. Any victim of child on child abuse and bullying is well-protected immediately and in the future.
6. Any allegations of child on child abuse and bullying are reported to the headteacher.
7. Allegations of any behaviour that is hurtful or offensive that has a racial or other characteristic protected by the Equality Act is recorded and saved on CPOMs in order to express to the children the severity of the behaviour & to record & monitor so school can look at any whole school concerns or misunderstandings that need to be addressed. As part of the process of recording the incident both the victim & the perpetrator are encouraged to discuss their feelings. The aim of the discussion is to learn & gain understanding of others. Restorative practise is used to ensure that the victim & perpetrator feel that the matter has been addressed fairly.
8. Assemblies and Values sessions are used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents/carers, staff or friends. We teach the values of Respect, Equality, Aspiration, Responsibility, Love & Courage. All of these values re-enforce an anti-bullying message- Respect for yourself and others, Equality for all & tolerance of difference, Aspiration both for ourselves but

also our community, Responsibility to do the right thing, Love of ourselves & others and the *Courage* to stand up for what is right.

9. We use the school's behaviour regulation policy and rewards strategy as well the School's Code of Conduct and School Promise (see appendix) to reinforce this child on child abuse policy.
10. Learners and their parents/carers are aware of this policy.
11. The parents/carers of all concerned are informed and involved in any reported incident and are expected to support this school policy.

In addition to the strategies, the school could also use:

- Learning Mentor (group or 1:1 sessions)
- Wellbeing Ambassadors
- Buddying System
- Use of other adults such as midday assistants

Formal action

If pupils do not respond to the strategies to combat child on child abuse and bullying, the school will need to take formal action. Sanctions could include:

- removal from the group
- withdrawal of break or lunchtime privileges
- banning the pupil from a school trip or sports event if these are not an essential part of the curriculum
- fixed period exclusion

In the case of persistent and violent bullying schools should normally permanently exclude a pupil and the DfE advises that appeal panels should not seem to overrule such a decision on appeal.

Dealing with child on child abuse

In dealing with child on child abuse incidents, schools should observe five key points.

- Suspected child on child abuse and bullying should never be ignored.
 - Staff should not make premature assumptions.
 - All accounts of the incidents should be listened to.
 - The school should adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
 - The school should follow up regularly to check child on child abuse and bullying has not resumed.
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- All child on child abuse incidents are recorded on CPOMS including the use of Racial Incidents Record Form and Other Equality Incident Record Form

Advice to pupils

Pupils should be told not to suffer in silence and should be encouraged to talk to a trusted adult or friend. The friend should then be encouraged to tell an adult.

When they talk to an adult about the child on child abuse, pupils should be clear about:

- what has happened to them
- how often it happened
- who was involved
- where it happened
- who saw what happened
- what they have done about it already.

At Victoria Park Junior School, we value and listen to the voice of the child through...

- Values sessions
- Teaching Assistant support
- Learning mentor
- Clubs e.g. Chat and Colour
- Therapeutic sessions e.g. Lego therapy
- Mindful sessions

The role of parents/carers

Parents/carers can watch out for signs that their child is being bullied or is bullying others. Parent, carers and families are often the first to detect symptoms of bullying.

Parents of a bullied child should:

- talk to the child calmly about it and reassure the child that telling them about it was the right thing to do
- make a note of what the child says
- make an appointment to see the headteacher or deputy headteacher(s) as soon as possible.
- explain that the child should report any further incidents to a teacher or other member of staff straight away



Our School Code of Conduct

In our school community we celebrate being different.

We learn and play together knowing that we have different skin, hair, eyesight, bodies, tastes, abilities, gender, languages and religions.

We know it is the person on the inside that counts, not the appearance on the outside.

We are kind and friendly to people who are faster or slower, taller or shorter, younger or older, thinner or fatter, darker or lighter, stronger or weaker, healthy or ill.

It is up to us all to make unkindness fade away and disappear for good.



Our School Promise

We come to school to learn.

Help me to try hard, to work hard and to listen carefully.

Help me to use my abilities to achieve the best
I can.

I want to learn in a warm and happy school.

Help me to be kind and generous.

Never rude or selfish or quick to take offence.

Make me helpful in the classroom,

And a true friend at playtime.

