

CHILD ON CHILD ABUSE POLICY

This policy operates in conjunction with the **Safeguarding and Child Protection, Anti-Bullying and Behaviour policies**. It should also be read alongside the various legislations, guidance, links and appendices in the **Safeguarding Policy**.

Purpose of this policy

St Alban's Classical Academy is committed to instilling in our pupils the virtue in honouring and fulfilling the commandment: 'Love your neighbour as yourself.' From the beginning, all pupils are taught these biblical principles of loving and caring for one another so that they are embedded in the ethos of the school. We strive for all our pupils to not only feel a sense of belonging to a loving community but are the main contributors to it. We also recognise that the different relationships that pupils form in their neighbourhoods, in their peer groups and online can put them at risk of abuse or harmful behaviour. Therefore we are equally dedicated to the early identification and appropriate management of child on child abuse and continue to ensure that any form of abuse is dealt with immediately to reduce the extent of harm to the pupil, with full consideration to the impact on that individual pupil's emotional and mental health and well-being.

The purpose of this policy is to explore the many forms of child on child abuse and include a planned and supportive response to the issues. Therefore, this policy will include a clear and comprehensive, whole-school approach strategy to preventing and responding to child on child abuse.

Definition of child on child abuse

St Alban's Classical Academy recognises that children are capable of abusing their peers of which the abuse can take many forms. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be aware of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. (KCSiE 2023)

A list of the types of abuse and their examples can be found in Appendix 3 of the policy.

Contextual safeguarding

It is important that all staff at St Alban's Classical Academy are aware that wider environmental factors could be present in a pupil's life that are a threat to their safety and/or welfare. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms, abuse and exploitation outside their families.

This is also referred to as contextual safeguarding which is: “an approach to understanding and responding to young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.” (<https://contextualsafeguarding.org.uk> 2020)

Pupils with Special Educational Needs

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, St Alban's Classical Academy implements extra pastoral support for children with SEN and disabilities. (KCSiE 2023)

Dealing with disclosures and concerns of child on child abuse

St Alban's Classical Academy adopts the attitude that no abuse should be tolerated or minimised as part of growing up. Therefore any concerns raised will be investigated and dealt with appropriately, where all staff must follow the **Concerns and Disclosures Procedure** (see Appendix 2) and guidance outlined in detail in the Safeguarding Policy when responding to and reporting any concerns or disclosures.

The Designated Safeguarding Lead, Mr Jermain Constantine, or Deputy Designated Safeguarding Lead, Mr Matthew Diaper, will then be responsible for following the appropriate procedures and referral route if needed. Once appropriate advice has been sought from external services, parents/guardians will be informed as soon as possible (either by the services or the DSL). Parents/guardians will not be informed if by doing so the child would be put at further risk of significant harm.

Supporting pupils

Once the outcome of the incident(s) has been established, it is imperative to ensure future incidents of abuse do not occur again and consider the support and intervention required for all of those involved.

What support victims of child on child abuse require depends on the individual child. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In such cases, it is necessary that the school continues to monitor and offer support should they require it in the future. If the incidents are of a bullying nature, they may need support in improving peer groups/relationships with others or some restorative justice work with all those involved may be required.

Other wider interventions to be considered can target a whole class or year group, for example a speaker on cyber bullying, relationship abuse, etc. and through the continued curriculum certain issues can be discussed and debated more frequently (such as in Christian Studies, PSHE lessons, etc.).

St Alban's Classical Academy aims to rigorously foster an environment where the influence of peer groups in school is not greater than that of the law or the school's conduct code, in accordance to biblical principles, to help to minimise potential risk or harm to pupils. As outlined in St Alban's Classical Academy's **Behaviour Policy**, if a pupil has a significant negative influence on other pupils, and in particular is the perpetrator of child on child abuse, the Head teacher has the right to seek to permanently exclude the pupil.

All incidents are investigated and reviewed on a case-by-case basis and sanctioned accordingly as outlined in the **Behaviour Policy**. Any disciplinary action will address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, (a) to ensure that the pupil/s take responsibility for and realise the seriousness of their behaviour; (b) to demonstrate to the pupil/s and others that child on child abuse can never be tolerated; and (c) to ensure the safety and well-being of other pupils.

However, these considerations must be balanced against the pupil's/ own potential unmet needs and any safeguarding concerns. For instance, we understand that it is important to find out why the pupil has behaved in such a way. We recognise that pupils who have experienced abuse in their own lives may in turn abuse others. Therefore this requires a considered and sensitive approach in order that the pupil can receive appropriate help and support. Particular support from identified services may be necessary through an early help referral.

Before deciding on appropriate action, the school will always consider its duty to safeguard all pupils from harm; the underlying reasons for a pupil's behaviour; any unmet needs, or harm or abuse suffered by the pupil; the risk that the pupil may pose to others; and the severity of the child on child abuse and the causes of it.

Preventative strategies

St Alban's Classical Academy recognises that our response to child on child abuse should not start at the point at which a pupil has suffered abuse or harm.

This is why we deem our ethos of honouring biblical principles as being integral for providing a safe, loving and nurturing environment for all pupils as an effective preventative. Imparting the virtue in honouring and fulfilling the commandment: 'Love your neighbour as yourself' promotes a culture where all our pupils treat their peers, school staff and visitors with respect. From the Early Years, all pupils are taught these biblical principles of loving and caring for one another so that it permeates and extends in all areas – the classroom, corridors, playground and beyond the school gates. We strive for all our pupils to not only feel a sense of belonging to a loving community but are the main contributors to it.

Being a 'listening and talking' school is communicated to pupils so that they are encouraged and feel safe to report any forms of child on child abuse, whether they are victims or bystanders, to a member of staff.

Additionally, St Alban's Classical Academy is diligent in educating our pupils so that they are aware (age-appropriately) of such risks and forms of child on child abuse. This can be seen through a whole-school approach both in classrooms and in the wider school:

Planning:

- Class teachers should plan sufficient opportunities for pupils to be taught about social issues and differences in its various forms (e.g. bullying, e-Safety risks, etc.) at least once a half a term.
- Although discrete sessions are highly valuable and necessary to address such issues, they should not be relied upon solely to deliver awareness and so there must be sufficient opportunities planned for class discussions to take place (Christian Studies, circle time/PSHE/SMSC, etc.) to further promote a "listening and talking" ethos.
- Using intelligence and vigilance of any concerns or issues evident amongst pupils in particular year groups to plan for opportunities to raise discussions.

Delivering - lessons/activities should:

- teach pupils skills to interact with their peers in a positive way to develop safe behaviours that promote pupils as socially confident and respectful.
- provide regular opportunities for pupils to practise and apply taught skills in discussions e.g. circle time, public speaking, projects, class/family assemblies, etc.
- incorporate education about the potential risks and prejudiced/harmful behaviours (at age-related pitch and suitability) as well as clear guidance on how to manage such risks and report any concerns or disclosures.

Embedding:

- The ethos of a 'listening and talking' school is communicated to pupils so that they are encouraged and feel safe to report any concerns or disclosures, whether they are victims or bystanders, to a member of staff.
- Opportunities to deliver such lessons should be interwoven in whole school situations where possible such as school assemblies, family assemblies, parent workshops, etc.
- Any appropriate and useful advice and support materials will be distributed to parents/guardians to support families in consolidating this practice at home.
- Use of the 'self-support' materials (e.g. whole school displays, classroom posters, etc.) should always be visible, purposeful and useful for pupils.

Appendix 1

This policy has been supported by these key documents and offer useful guidance and further information on all aspects:

- DFE: Keeping Children Safe in Education. September 2023

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf

- DFE: Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies. July 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

- DFE: Sexual Violence and Sexual Harassment between Children in Schools and Colleges. December, 2017

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

- Farrer and Co: Peer on Peer Abuse Toolkit. December 2017.

<https://www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%202014.pdf>

- Working Together to Safeguard Children, 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- UKCCIS: Sexting in Schools and Colleges

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Useful links:

Anti-Bullying:

www.bullying.co.uk

www.samaritans.org.uk

www.anti-bullyingalliance.org.uk

www.familylives.org.uk

www.dudley.gov.uk/kids/anti-bullying

Barnardos:

www.barnados.org.uk

contextual Safeguarding:

www.contextualsafeguarding.org.uk

Childline:

www.childline.org.uk

The Children's Society:

www.childrensociety.org.uk

Child Sexual Exploitation:

www.seeme-hearme.org.uk

www.stop-cse.org/rg.uk

Drugs:

www.talktofrank.com

www.drugs.gov.uk

e-Safety:

www.internetmatters.org

<https://nationalonlinesafety.com/guides>

<https://www.saferinternet.org.uk/>

<https://www.thinkuknow.co.uk>

Mental Health:

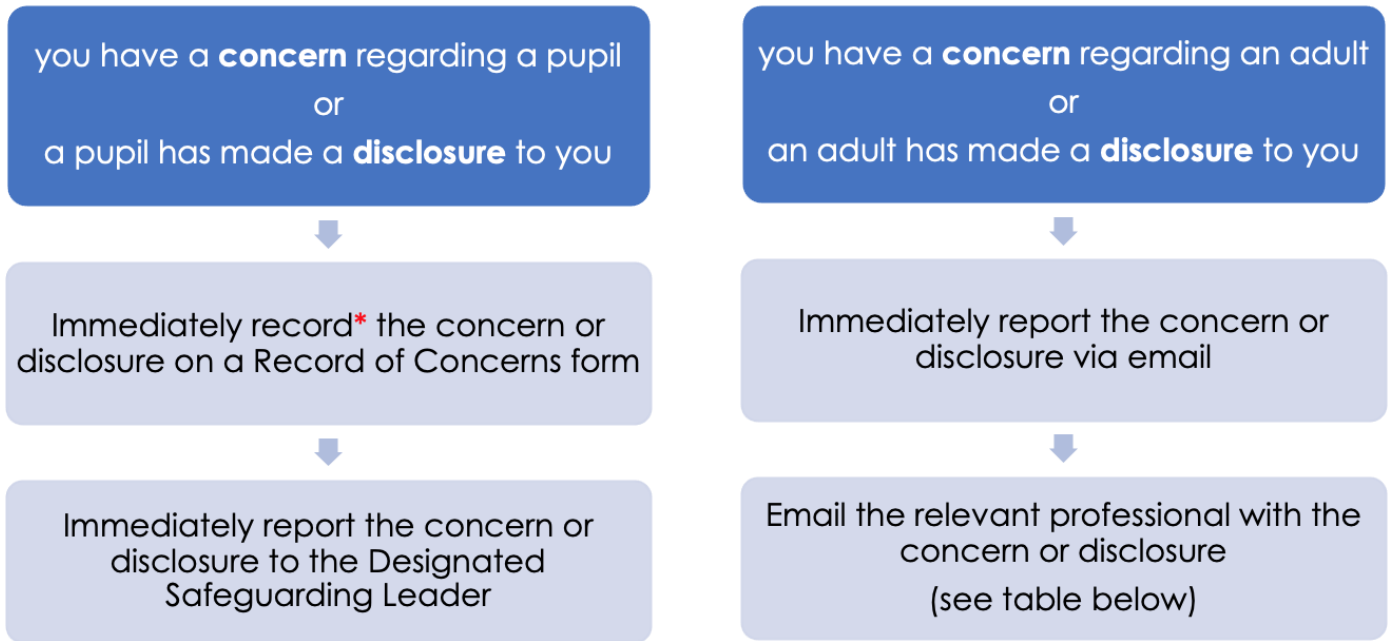
www.youngminds.org.uk

www.familylives.org.uk

www.mind.org.uk

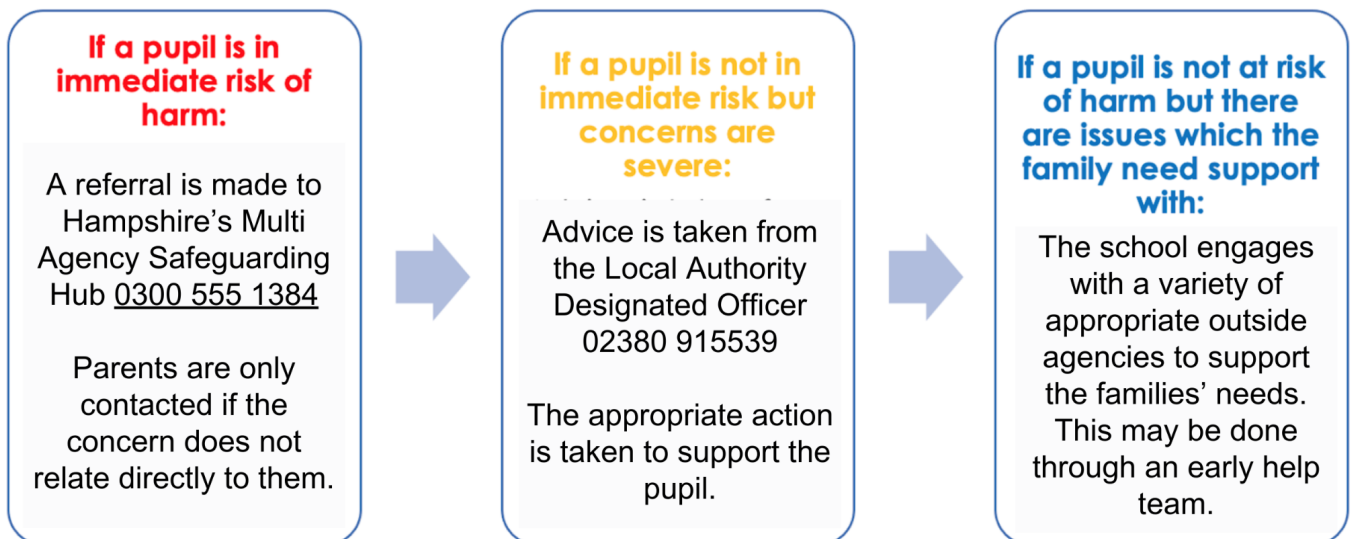
NSPCC:

www.nspcc.org.uk



*All information recorded must be factual and accurate. Only record what the pupil has said and do not ask leading questions. Prompts should be: TED (Tell me, Explain to me, Describe to me). Do not ask the pupil to write anything down, sign anything or take any photographs.

If the concern or disclosure is about:	Then email this relevant professional:
Head Teacher Mrs Lillian Sediles	Director Mr Felipe Sediles director@stalbansclassical.uk
A member of the Senior Leadership Team	Head Teacher Mrs Lillian Sediles head@stalbansclassical.uk
All other staff	Head Teacher Mrs Lillian Sediles head@stalbansclassical.uk



Out of hours Duty Team – 0300 555 1373

During an investigation with children's social care and police, the Designated Safeguarding Leader will establish what support is needed.

Appendix 3

Working Together to Safeguard Children, 2023 defines the four categories of harm as:

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance misuse.

Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be

used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

Additional information and guidance can be found in:

[What to do if you're worried a child is being abused – advice for practitioners, 2015](#)

Reviewed and updated: February 2024

Mrs L Sediles