Child-on-child Abuse and anti-bullying Policy 2022

Purpose and Aim

Child-on-child abuse and bullying, where is occurs, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. At St John Bosco Arts College, we recognise that whilst bullying may occur in school, by effectively preventing and tackling bullying, the school can help to create safe, disciplined environment where pupils are able to learn and fulfil their potential. The college takes a pro-active stance and our Salesian preventative approach as well strong pastoral systems, including working with our Safer Schools Police Officer as appropriate, ensure that instances of bullying are dealt with effectively. In addition, we have an extensive pastoral team with specific staff dedicated to working closely with different year groups to support their safety and development in school.

Children and young people may be harmful to one another in a number of ways, which may be classified as child-on-child abuse or bullying. This school, its staff and pupils want to be caring, supportive and welcoming to all. We expect pupils to respect, cooperate with and consider each other at all times. Any behaviour which is threatening, abusive, insulting or may make anyone feel unhappy, intimidated or persecuted, is not acceptable in this school.

At St John Bosco Arts College, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Framework and Legislation

This policy is supported by the key principles of:

- The Children's Act, 1989 that the child's welfare is paramount
- The Equality Act 2010
- Working Together, 2015, highlighting that every assessment of a child, '*must be informed by the views of the child*' and within that '*It is important to understand the resilience of the individual child when planning appropriate services*. (Working Together, 2015:23)
- Keeping Children Safe in Education, 2022 ensuring procedures are in place to hear the voice of the child.

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)
- Physical abuse such as 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)
- Abuse in intimate relationships between peers (this is sometimes known as 'teenage relationship abuse')
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)

- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

This is explained in paragraph 35 of Keeping Children Safe in Education (KCSIE).

It's vital to know how to identify child-on-child abuse early to prevent it from escalating. Staff are provided with regularly updated and appropriate safeguarding training that enables them to understand:

- Their role in preventing child-on-child abuse
- How to identify the indicators of abuse
- What to do if they have a concern about a child
- How to respond to a report of abuse
- How to offer support to the victim(s) and alleged perpetrator(s)
- Where to go if they need support
- That children can abuse other children inside and outside of school, as well as online, and that online abuse can take the form of:
    - Abusive, harassing and misogynistic messages
    - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
    - Sharing of abusive images and pornography to those who don't want to receive such content
- That they need to maintain an attitude of 'it could happen here'
- That even if there are no reports in your school, it doesn't mean it's not happening
- The importance of challenging inappropriate and abusive behaviour (see more on this below).

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video). It might be motivated by actual differences between children, or perceived differences. The following are examples of bullying behaviours, some of which may also constitute a criminal offence/hate crime:

- calling names (teasing/taunting)
- making racist, sexist or homophobic comments or comments that seek to undermine others including about their appearance, weight, perceived academic ability or sexuality or gender preferences
- leaving people out, isolating them and making them the subject of jokes/comments
- sending malicious text messages, emails or other forms of on line messages
- posting inappropriate or hurtful messages or media on social networking sites and/or passing these on
- taking inappropriate videos or pictures on your phone
- taking money or possessions
- any form of unnecessary physical contact e.g. pushing, punching, poking, kicking etc.
- picking a fight
- being a member of a group of pupils known to go around intimidating others.

Bullying is unwanted, aggressive behaviour among school-aged children that involves a real or perceived power imbalance. The imbalance of power can manifest itself in several

ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose. Low level bullying behaviours should be dealt with swiftly and effective to prevent escalation.

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the city centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip. [DfE, July 2017].

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Twitter, Snapchat, Instagram and Tik Tok to name a few to harass threaten or intimidate someone for the same reasons as stated above.
It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a

different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline. [DfE, July 2017]

Sexual violence and sexual harassment between children in schools and colleges - Context

The College maintain an attitude of 'it does happen here'. Staff are trained to identify any concerns through our Salesian preventative systems and not rely on disclosures. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Staff should be aware of the importance of

• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
• not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh"
• challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Prevention and Intervention

School must be a safe, supportive, caring place for all its pupils. We can only achieve this if we all work together and share information. The preventative approach adopted in school gives greater scope to proactively gather intelligence about issues between pupils, which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference through the

curriculum including explicitly through the PSHE/RSE/Citizenship curriculum and having dedicated events or projects, or through assemblies. The school has created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. This culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. If pupils are witness to or experience any form of bullying, it is imperative that they pass this on to a member of staff.
The School will take action.

The school aims to:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Opportunities to share messages with parents include face to face meetings, Parent app and the college website. Parents can contact school at any time and request to speak to or make an appointment with their daughter's PPC. Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- use specific organisations or resources for help with particular problems.
- provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment. The college creates a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination. Celebrating success is an important way of creating a positive school ethos around the issue.

The college takes seriously its responsibility to support children who may have been bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to

provide support, providing formal counselling, engaging with parents, referring to local authority children's services, work with pastoral staff in school (PPCs, APPCs Safeguarding Officers, A Quirk, Sr Linda or any other member of staff with whom the child has a relationship with) or referring to Child and Adolescent Mental Health Services (CAMHS).

Support for staff who are bullied

The college makes clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. The head teacher will follow the advice of the Department for Education in such cases should they occur. Training and support are given to staff on protecting themselves both in school and online.

ADVICE TO PARENTS

Please listen to your child. Please ask them not to *'give as good as they get'* as this only makes the problem worse.

WARNING SIGNS TO PARENTS

Bullying places a child under enormous pressure. If your child has displayed unusual behaviour or any of the following, try to find out why.

Check:

- reluctance/refusal to go to school
- often complains of feeling ill
- seems unhappy
- change in normal behaviour
- marks on the body
- loss of money or possessions

ADVICE TO PUPILS

IF YOU ARE BEING BULLIED YOU MUST DO SOMETHING ABOUT IT

- tell your tutor, PPC or any teacher
- tell a student council member
- tell your closest friends to tell a teacher
- tell your parents, then they can contact school

HOW TO AVOID BEING BULLIED

- tell yourself that you don't deserve to be bullied
- say 'no' to the bully
- stay with groups of people because there is some safety in numbers
- try not to show a bully you are upset
- if you are in danger, get away. Do not fight to keep your possessions. Report it. Fighting back can make things worse.

WHAT THE SCHOOL WILL DO

You can be sure that:

- everything you say will be taken seriously and will be investigated fully
- appropriate action will be taken
- a report will be written and recorded in the file of any child found to be bullying, and their parents informed
- in extreme cases the Governing Body will be informed
- in most cases a trained member of staff will facilitate a restorative justice meeting to try and prevent the situation happening again.

Tell! Tell! Tell! Something can always be done to help you if you tell us about it.