Langdon Park School

CHILD ON CHILD ABUSE POLICY

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1. Aims

Langdon Park School is committed to a whole school approach to identifying, tackling &responding to child-on-child abuse.

2. The Context

This policy should be read in conjunction with:

- Keeping Children Safe in Education. Statutory Guidance for schools and colleges All staff in a school should be familiar with the relevant sections that deal with Sexual Violence and Harassment.
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges. DfE guidance for HeadTeacher, Principals, Senior Leadership teams and designated safeguarding leads.
- The non-statutory UKCCIS guidance: 'Sexting in schools and colleges: responding to incidents and safeguarding young people' and KSCB guidance: "Responding to youth produced sexual imagery"
- The non-statutory guidance: Sharing nudes and semi- nudes Advice for Education Settings, Working with Young People
- Teaching Online Safety in Schools, DfE 2019
- The Voyeurism Act, 2019 (Section Up skirting)We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of Child on Child abuse in our school and beyond.

All staff should be aware that children can abuse other children (often referred to as Child on Child abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of Child on Child abuse and know how to identify it and respond to reports. Some of these behaviours we will refer to other policies in school:

- The Safeguarding and Child Protection Policy;
- The Behaviour Policy;
- The Online safety Policy;

We recognise that Child on Child abuse can manifest itself in many ways such as:

- Bullying-cyber, physical, emotional etc.
- Online Abuse
- Abuse in intimate or close personal relationships
- Sexual violence
- Sexual harassment
- Coercion
- Causing someone to engage in sexual activity without consent
- Sharing nudes or semi-nudes
- Upskirting

- Initiation or hazing-type violence and rituals
- Hate crime
- Gang association, County Lines

3. Vulnerable Groups

We recognise that all children are at risk but that some groups are more vulnerable than others and includes:

- A child with additional needs and disabilities;
- A child living with domestic abuse;
- A child who is at risk of/suffering significant harm;
- A child who is at risk of/or is been exploited or at risk of exploited (CCE CSE)
- A looked after child (LAC) or previously LAC
- A child who goes missing or is missing education (CME)
- Children who identifies as or are perceived as LGBTQI+ and/or any of the protective characteristics

Research tell us that girls are more frequently identified as been abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They often are exploited into gangs and are victims of sexual violence when in gangs.

However, we are aware as a school that these are behaviours not just confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as anti- social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence as a result of gang culture.

4. Bullying and Cyber Bullying

Child on Child abuse, can happen online and through social media. This school will respond to this form of abuse, cyber bullying and related behaviours quickly and effectively.

Langdon Park School is committed to identifying, responding to and reporting this type of behaviour by pupils. We will take a robust approach and educate all our staff to help prevent and tackle this. We will refer to the 4 C's (Contact, Content, Conduct and Commerce) when considering our responses and actions.

5. Responding to Racism

The Langdon Park community is a vibrant and diverse community. We are proud of this and celebrate our differences.

We acknowledge that Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others.

Racist bullying is not just about colour, it can be about your ethnic background or religion too.

We recognise that racism can be a crime. We will, therefore, notify the police if we believe a serious offence has been committed and ensure we follow up with subsequent actions and education for pupils.
We will provide education in school about celebrating through both our academic curriculum and pastoral provision.

6. Hate crime

Hate crimes happen because of race, gender identity, religion, sexual orientation and disability.

Hate crimes can include:

- physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson
- threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- verbal abuse or insults - harassment over the phone, by text or face to face,
- abusive gestures and remarks, bullying and threats

Hate crime can happen anywhere - at home, school, work or on the street. It can be frightening for the victim and witnesses. Hate crime can happen in school. It is an offence and we will notify the police if we believe a serious offence may have been committed.

7. Sexual Harm, Violence and/or Sexual Harassment

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be a group of children sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour can take place in a school or any setting where pupils are together. We understand that 'it could happen here' and take our safeguarding duties very seriously within this. Please refer to our Harmful Sexual Behaviour Policy and Safeguarding and Child Protection Policy for further information.

8. Sanctions and consequences Overview

Langdon Park School is committed to ensuring pupils take responsibility for their behaviour and actions. However, we are also committed to supporting pupils in raising awareness of the consequences of their actions and in changing their behaviour for the better.

This may include detentions, meetings with parents/carers, time in our RESET room in order to 'Reflect and Change' and possible referrals to MASH,/ Early Help, FAP (Fair Access Panel), Spotlight, XLP, Osmani Trust or other subsequent organisations and agencies for support.

9. Responding to Child on Child abuse

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If Child on Child abuse is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- All parties involved will be interviewed.
- The designated safeguarding lead will be informed of all Child on Child abuse where there are safeguarding concerns using the online 'safeguard' reporting system.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including earlyhelp or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Support will be offered to the perpetrator also in order for them to change their behaviour as well as appropriate sanctions being put into place.

10. Cyberbullying

- When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure the reasons why it should not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.

This may include:

- looking at the use of the school management systems;
- identifying and interviewing possible witnesses;
- contacting any service providers and the police, if necessary.
- work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school behaviour and discipline policy. (Note: Langdon Park School will ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully)
- requesting the deletion of locally-held content and content posted online if they contravene the school behaviour policy.
- ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- inform the police if a criminal offence has been committed.
- provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain

11. Sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are

creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. All reports of sexual violence or harassment should follow the referral process for safeguarding and child protection at the school.

12. Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

- All staff are expected to deal with any discrimination incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.
- Any discriminatory incidents are dealt with by the member of staff present, escalating to a Head of Year / Senior Leader where necessary.

What is a discriminatory incident?

- Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

Racial Discrimination

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'Any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, religious belief, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, or sexual orientation;
- Discriminatory comments in the course of discussion e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds of race gender, disability or sexual orientation.

Responding to and reporting incidents

- It should be clear to students and staff how they report all incidents. All staff, teaching and non-teaching, and students should view dealing with incidents as vital to the well-being of the whole school.
- There's no national requirement for schools to report any discriminatory incident that occurs at school to any external bodies, whether these incidents involve pupils or not. However, there is a requirement to report such incidents on a termly basis to the governing body and an annual report is reported to governors for specific incidents.

Flowchart of actions – see annex A

- Incident reported to a member of staff

- Staff member to investigate further and/or challenge the behaviour immediately. Relevant senior staff/DSL informed and recorded on SIMS
- Risk Assessment completed

- Response to victim and family/ Response to perpetrator and family.

- Action taking to address with individuals/year group/school if necessary eg. official warnings, detentions, Repair and Rebuild, assemblies, meeting with pastoral staff, senior staff, School Police Officer, RESET Room, Fixed term exclusion, Permanent Exclusion.

- Incident recorded on SIMS/'safeguard' and reported to the governing body on a termly basis.

- Any incidents of racism or homophobia will be reported to the LA.

13. Supporting pupils who have been bullied

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.

- Offering an immediate opportunity to discuss the experience with a member off staff
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Being provided with an opportunity for a Repair and Rebuild
- Working towards restoring self-esteem and confidence. Providing ongoing support; this may include: working and speaking with staff, engaging with parents and carers. Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).
- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour, actions and consequences. If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), internal exclusions, fixed term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (Child on Child abuse).
- 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.
- Challenge practice and language which does not uphold the values of tolerance, non- discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

- Actively create "safe spaces" for vulnerable children and young people.eg LGBTQI+ and Allies Club, Use of the library and Learning Support at Lunchtime.
- Celebrate success and achievements to promote and build a positive school ethos.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the school's attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable. Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
- Use The **Google Wellbeing Classroom** to raise awareness and strategies to proactively deal with any issues
- Anti-bullying Week activities, tutorial activities and RSHE drop down days are all used to promote appropriate behaviour within school.
- Promote the use of The Box– electronic and physical box for students to anonymously disclose any concerns

Involvement of Students

We will:

- Ensure that all pupils know how to express worries and anxieties about bullying. We will promote the Google Wellbeing Classroom, The Box and the Inclusion team Yellow Lanyards.
- Ensure that all pupils are aware of the range and seriousness maybe applied against those engaging in bullying.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Publicise both internal and external support on the school website and on the wellbeing Classroom. eg. Childline and websites that provide support young people. Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers eg. school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice. Work with all

parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

- Ensure all parents/carers know about our complaints procedure effectively, to raise concerns in an appropriate manner.

14. The Role of Governors

The safeguarding/SEND link governor will liaise closely with the DSL to monitor and review Child on Child abuse. It is important that we ensure the governors are well informed and can help with a consistent approach and policy on such matters, and we recognise governors should use any examples to help in form the schools future practice, ethos, reviewing any policy or procedure in light of this.

15. Multi-Agency Working

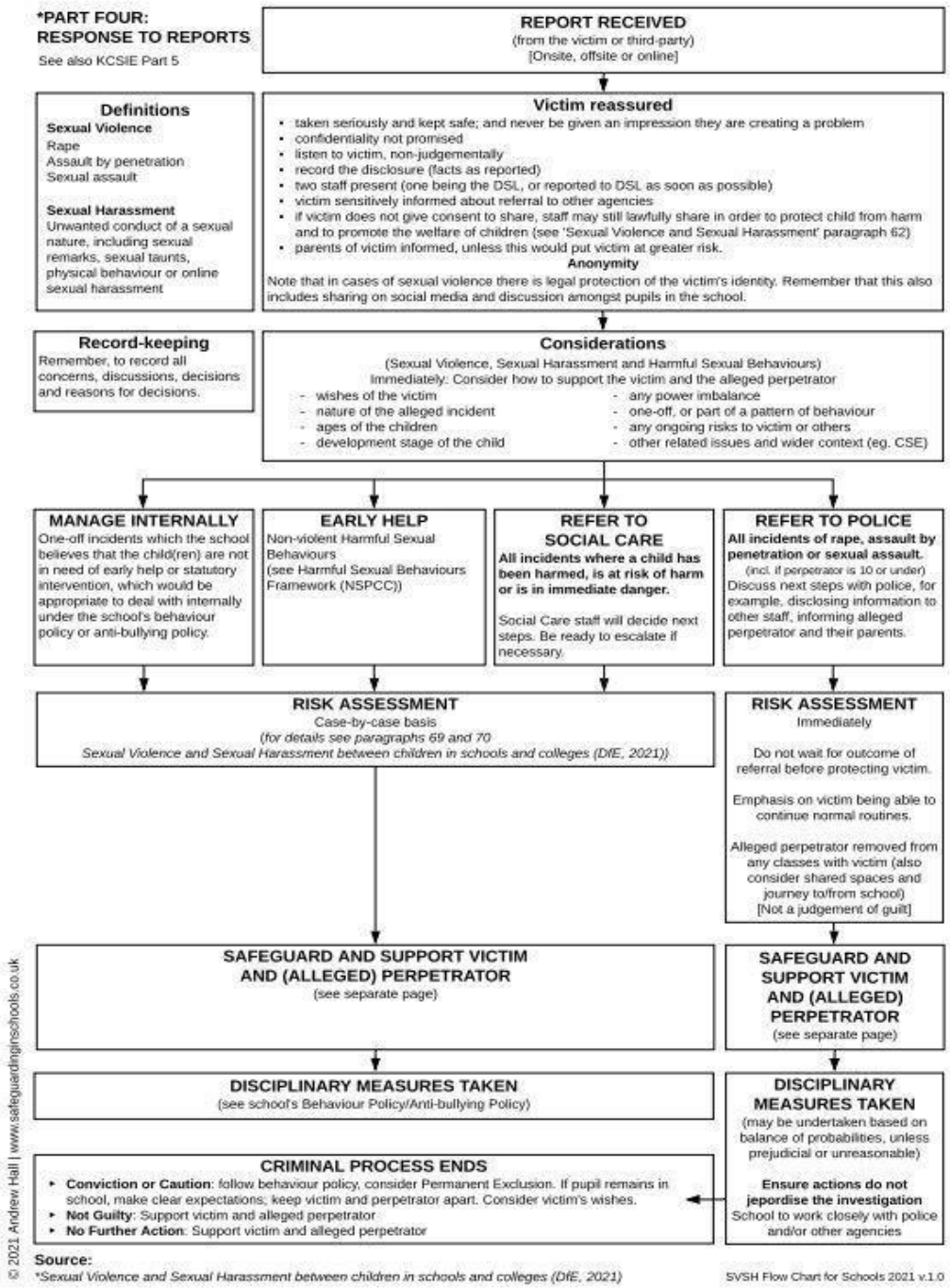
Langdon Park School will work with our partners and agencies; Childrens Social Care, the Police, Youth Offending Service, Health and CAMHS and other agencies endorsed agencies.

We recognise that we will be invited to share information, being a part of local partnerships and local partnership groups to help identify risk and issues both within the school and in our local community.

16. Prevention and Education

At Langdon Park School, we will always aspire to create a culture where Child on Child abuse does not happen. We are aiming to create an ethos of good and respectful behaviour, and this should extend to all areas of the school and in a school day, including travelling to and from school. We will achieve this through curriculum teaching, learning and events and activities.

17. Relationship, Health and Sex Education

Our curriculum has RHSE tutorials and drop down day opportunities embedded which supports the ethos of our school and ensure that pupils know who to talk to, how to receive advice and help within the school. We will be able to sign post children to relevant local and national helplines and websites to support their learning.

Annex A- Flowchart of responses and actions