LEARNING TOGETHER
CORNWALL EDUCATION LEARNING TRUST

Child on Child Abuse Policy Including Anti-bullying

(Managing allegations against other pupils including sexual harassment and sexual violence)

Adopted by (body): CELT Trustees
Approved date: September 2024

Collaborate	Ability to work effectively as a team
Empower	Ability to take initiative and problem solve in order to improve performance
Lead	To lead by example and achieve shared goals
Transformation	Ability to recognise a need for change and adapt accordingly

CELT Vision

Our vision is for our trust to be a learning organisation in the truest sense.

At the heart of our vision for education is a self-improving school-led system which has the best evidence-led practice and in which every child fulfils their potential. This is a learning community in which:

- Our leaders are driven by moral purpose. They are outwards focused and not afraid to take risks to achieve system transformation. The focus of policy is on continually improving the quality of teaching.
- Our teachers strive to be outstanding. They work across organisational boundaries to promote a collective sharing of knowledge, skills, expertise and experience in order to deepen pupil learning.
- The individual talents and strengths of our pupils are recognised and nurtured. A passion and curiosity for learning is sustained in every child from the moment they join us. A CELT pupil leaves our family of academies with a purpose, and the confidence to fulfil that purpose.
- Our parents are engaged in our learning community and actively work in partnership with us to raise the level of attainment and aspiration of every child.

CELT Mission

"Learning together to help every child achieve more."

We believe there is no limit to what every child can achieve, and that every child deserves the chance to fulfil their potential.

As a learning community we are on an ambitious journey. We want to deliver a model for education in the 21st century which instils curiosity and a love for learning in every child so that they develop into young adults who contribute to humanity, follow their passions, and think for themselves.

By learning and improving together – as part of a global learning community – we create much richer and more sustainable opportunities for rigorous transformation than can be provided by any one of our academies alone.

COLLABORATE
EMPOWER
LEAD
TRANSFORM

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"Safeguarding is everyone's responsibility"

At Cornwall Education Learning Trust (CELT) we are committed to safeguarding and promoting the welfare of children and we expect all Trustees, Governors, staff and volunteers to share this commitment. This policy is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

This policy is part of the following suite of annually updated safeguarding policies:

1. Child Protection and Safeguarding
2. Supporting Children and School with Medical needs/ Managing Medicines
3. Mental Health and Wellbeing
4. Online Safety
5. **Child on Child Abuse Including Anti-bullying**
6. Attendance
7. Code of Conduct
8. Whistleblowing

Introduction, Principles and Values

At CELT we believe that all pupils/students have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils/students. All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. In this policy we recognise the importance of distinguishing between problematic and abusive.

Child-on-child abuse can happen both inside and outside of school and online. We have a responsibility to consider child-on-child abuse in all contexts and ensure we record factual information of incidents reported to us from outside of school, including when pupils/students are attending alternate provision. This information may then be included in any referral or passing on of information to partner agencies.

At CELT we take bullying and its impacts seriously; it will not be tolerated at any of our schools, and we will seek ways to counter the effects of bullying that may occur within the school. The ethos of our schools fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this. Students and parents/carers should be assured that known incidents of bullying will be responded to.

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our child protection and safeguarding policy and in line with KCSiE (2024) including part 5 regarding child-on-child sexual violence and sexual harassment. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

This policy is part of the following suite of annually updated safeguarding policies that should be read in conjunction with this policy:

- Child Protection and Safeguarding
- Supporting Children and School with Medical needs
- Mental Health and Wellbeing
- Online Safety
- Attendance
- Staff Code of Conduct
- Whistleblowing

It is also important to read this policy in conjunction to our behaviour policy.

Aims

Across CELT schools, we aim to fulfil the following objectives:

- To develop self-esteem in all pupils/students
- Encourage positive behaviour, individual responsibility and ambition.
- Provide a happy, safe, caring and inclusive environment that values each individual and promotes respect and consideration for others and in which all pupils/students develop to their full potential academically and socially.
- Provide a consistent response to incidents of bullying and if it does happen that those involved receive the support they need
- Develop and support home, school and community partnerships that encourage all members of our community to be open in their concerns.
- to prevent bullying from happening between pupils/students who are a part of CELT or take part in our activities
- Raise awareness of bullying and the issues associated with it and teach prevention and coping strategies through PSHE, Citizenship and other curriculum areas.

We aim to do this in school by creating an inclusive culture. This is essential as it creates a safe, secure and happy environment which promotes individual wellbeing, positive behaviour, an awareness of individual responsibility, good attendance, a reduction in truancy and disaffection and ultimately raises educational attainment. By ensuring early and effective intervention, the schools are able to support a change in the patterns of behaviour which enable all pupils/students to mature into valuable members of society. It is important that all members in each school's community are aware that child-on-child abuse of any kind is unacceptable and that everyone is expected to be proactive and to tell a member of staff if they are aware that child-on-child abuse is happening and that all staff are expected to be vigilant. They also have a responsibility to implement the preventative strategies outlined in this policy. The development of a 'telling culture' supports students within the school community.

CELT takes it responsibility for inclusion seriously, if you have experienced bullying, abuse based on a protected characteristic or any child-on-child abuse you will be taken seriously , listened to and appropriate support and action provided.

What is Child-on-Child Abuse

Child-on-Child abuse occurs when a child is exploited, bullied and /or harmed by their peers who are the same or a similar age; everyone directly involved with child-on-child abuse is under the age of 18 which is the legal definition for a child in England.

Bullying Defined:
There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

www.gov.uk/bullying-at-school/bullying-a-definition

It takes many forms but includes any interaction between an individual or group of people with a more powerful individual or group which is perceived or intended to cause hurt, pain, suffering, humiliation or degradation over a period of time.

Bullying behaviour may be direct or indirect and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

In order for bullying, and its constituent behaviours to be more readily understood, pupils/students are taught the acronym STOP:

- Several
- Times
- On
- Purpose

Bullying can be short-term or continuous over longer periods of time.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a child's behaviour as abusive if:

- there is a large difference in power (for example age, size, ability, development) between the pupils/students concerned; or
- the person that has harmed has repeatedly tried to harm one or more other pupils/students; or
- there are concerns about the intention of the alleged pupil/student. If the evidence

suggests that there was an intention to cause severe harm to the person that has been harmed or to exploit them, this should be regarded as abusive whether or not severe harm was actually caused.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that the person who has been harmed is protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other pupils/students, and school staff are supported and protected as appropriate.

Types of child- on-child abuse could include, but may not be limited to:

Bullying
Bullying may be carried out by individuals or groups, and may include the following behaviours:

Type	Explanation and example behaviours
Racial	Occurs when bullying makes a person feels unwelcome, marginalized and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
Faith-based	Occurs when bullying makes a person feels unwelcome, marginalised and excluded, powerless or worthless based on differences of religion.
Sexual / Sexist	Aims to demean, intimidate or harm another person through the use of sexist language, negative stereotyping based on gender, unwanted/inappropriate physical contact, sexual innuendo, suggestive propositioning, aims to demean, intimidate or harm another person through the use of sexist language, negative stereotyping based on gender, unwanted/inappropriate physical contact, sexual innuendo, suggestive propositioning distribution/ display of pornographic material aimed at an individual, graffiti with sexual/ sexist content aimed at an individual.

Type	Explanation and example behaviours
Homophobic	Occurs when bullying is motivated by a prejudice against people who are or are believed to be lesbian, gay, bisexual or transgender.
Direct or indirect verbal	Bullying Direct: Name-calling, taunting, mocking, making offensive remarks e.g. racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping. Indirect: Spreading rumours about someone, excluding someone from social groups, leaving notes, failure to acknowledge a person, inappropriate text messaging and emailing, offensive or inappropriate use of social media, producing offensive graffiti.

Type	Explanation and example behaviours
Cyberbullying	Which can be defined as the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else. All the other forms of bullying can take place within the method of cyberbullying but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. With other forms of bullying, the victim is able to have safe places that the bully cannot intrude into. However, with cyberbullying, no place is safe as the bullying can take place in any place, at any time. Whilst students are able to walk away from bullies, this is not possible where cyberbullying is concerned. This form of bullying evolves with technology. As a result of the Education and Inspections Act (2006), Headteachers have the power 'to such an extent as is reasonable' to regulate the conduct of students when they are off-site or not under the control or charge of a member of staff. As a result, students involved in cyberbullying out of school will be dealt with within the guidelines of this policy.
Transphobic	Stems from a hatred or fear of people who are transgender. (transgender is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms). Its aim is to exclude and demean another person perhaps for their behaviour, clothing or appearance.
SEN/Disability	Makes someone feel excluded, abused or ridiculed based on their disability or learning difficulties

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including Young Carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, social areas, toilets, on the journey to and from the school, on residential trips and in cyberspace. It can take place in group activities and between families in the local community.

Emotional Abuse: Can include blackmail or extortion and may also include threats and intimidation. This harmful behaviour can have a significant impact on the mental health and emotional well-being of the victim and can lead to self-harm.

Physical Abuse: Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another, and it is important to understand why a child has engaged in such behaviour, including accidentally, before considering the action or sanctions to be undertaken.

Prejudice Abuse: Prejudice abuse include any situation where someone experiences harm or mistreatment based on any aspect of a person's identity, including the protected characteristics under the Equality Act (2010). These incidents can include verbal abuse, harassment, bullying, or intimidation.

Harmful Sexual Behaviour (HSB):
Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Further information can be found in the NSPCC: Harmful sexual behaviour guidance. Pupils/students making any report of harmful sexual behaviours such as sexual violence or sexual harassment including "upskirting" (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported.

Child Sexual Violence and Sexual Harassment Between Students in School

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. We should assume it is happening in our school.

Sexual harassment refers to 'unwanted conduct of a sexual nature' that can occur online as well as offline. This can include sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse. They are never acceptable. 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)

Children's sexual behaviour exists on a continuum, from normal and developmentally expected to inappropriate, problematic, abuse and violent. When considering harmful sexual behaviours, it is very important to consider the age and stage of development of the individual child.

Pupils/students who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. It is important that all victims are taken seriously and offered appropriate support. Examples of what would constitute sexual violence and sexual harassment can be found on in Part 5 of KCSIE 2024.

Any form of sexual violence and harassment should not be passed off as 'banter' or 'part of growing up' or a bit of fun' and must always be taken seriously. Evidence shows that girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Nude or semi-nude images: This is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, regardless of their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, children are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

The UKCIS Education Group has published Sharing nudes and semi-nudes: advice for education settings working with children. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive but children still need to know it is illegal, whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nude and semi-nude images and videos.

Sexual Abuse: Sexually harmful behaviour from children is not always contrived or with the intent to harm others. It exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. It can also include indecent exposure, indecent touching /serious sexual assaults or forcing others to watch pornography or take part in sexting.

Sexual Exploitation: This can include encouraging other children to engage in inappropriate sexual behaviour or grooming and recruiting members of the peer group into being sexually exploited by other children or adults. It can also include photographing or videoing other children performing indecent acts.

Teenage Relationship Abuse: Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

'**Upskirting**': is a criminal offence – it is explained in Keeping Children Safe in Education 2024 as 'typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm."

Consent

Consent is about having the freedom and capacity to choose. It is important to know that:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation.

Due to their additional training, the Designated Safeguarding Lead should be involved and leading the school response. If in any doubt, they should seek expert advice.

Indication of Child-on-Child abuse

A pupil/student may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school-phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact becoming short tempered
- change in attitude towards people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but child-on-child abuse including bullying should be considered a possibility and will be investigated.

Prevention

The school's response to child-on-child abuse, including bullying does not start at the point at which a pupil/student has been bullied or harmed. Our staff proactively gather intelligence about issues between pupils/students which might provoke conflict and develop strategies to prevent bullying or abuse occurring in the first place.

Each school aims to create an ethos of outstanding behaviour where pupils/students treat one another and the school staff with respect because they know that this is the right way to behave. That 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/students, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole of the school's environment and are reinforced by staff and older pupils/students who set a good example to the rest.

Each school has preventative measures which are detailed in appendix 1, these include:
- developing students understanding and confidence to report
- parent/carer involvement and the role they play
- school strategies including supervision and staff training

Vulnerable groups

We recognise that all pupils/students can be at risk however we acknowledge that some groups are more vulnerable and therefore at risk of being targeting by bullying behaviour. These can include: experience of abuse within their family; living with domestic violence; young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who have a protected characteristic under the Equalities Act 2010; age, gender, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex and/or sexual orientation.

Whilst research tells us it is girls who are more frequently identified as being abused by their peers and girls are more likely to experience unwanted sexual harassment in schools, this is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience child-on-child abuse. Evidence shows that girls, children with special educational needs and disabilities (SEND) and LGBTQ children are at greater risk.

CELT takes all forms of bullying seriously and is particularly concerned to take action in relation to any incidents which involve prejudicial elements. If after raising your concern with a trusted member of school staff you feel you have not received appropriate support or the right action taken please speak to Amy Daniels, CELT's safeguarding lead- adaniels@celtrust.org.

Procedure for reporting concerns of Child-on-Child Abuse, including bullying

All pupils/students should feel confident to report child-on-child abuse, including bullying and prejudice incidents. Reporting systems are made clear to students, well promoted and easily accessible. They need to feel confident that their concerns will be taken seriously. For schools details on how to report please see appendix 2.

If the child has disclosed any potential harm staff need to ensure the principles and best practice of dealing with a disclosure of abuse are followed please see appendix 3 for flow chart. Best practice in relation to record keeping and confidentiality should be adhered to at all times.

Considering confidentiality and anonymity
The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children.

The designated safeguarding lead (or a deputy) should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk);
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to children's social care; and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases. Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other pupils/students.

Allegations against other children which are safeguarding concerns

Occasionally, allegations may be made against children by other children in the school, which are of a safeguarding nature. It should be considered as a safeguarding allegation against a child if some of the following features are present:

- is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other children in the school
- indicates that other children may have been affected by this child
- indicates that children outside the school may be affected by this child.

It is important to understand that intra familial harm (something that occurs within a family environment) can happen and that support may need to be considered for other members of the family including siblings following incidents.

We will expect close liaison with the relevant statutory agencies and consideration of a safety plan (Appendix 4) for the pupils/students involved with a preventative, supervision plan. The safety plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

If the allegation highlights a potential risk to the school and the child, the school will follow the school's behaviour policy and procedures and take appropriate action.

During this time parents/carers, of both the child/ren being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral, unless this would put the child/ren at further risk of harm.

"It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe..... It is important to explain that the law is in place to protect children rather than criminalise them, and this should be explained in a way that is not alarming or distressing them"

Keeping Children Safe In Education (KCSIE) 2024.

Child-on-child abuse that happens outside of school involving one or more children on roll

In incidents where the alleged harm has taken place outside of the school and one or more of the victims/alleged perpetrators are pupils/students attending our school we still have a duty to protect and support the pupils/students and their families and consider any potential risk and impact within our school community.

We will expect close liaison with the relevant statutory agencies and consideration of a safety plan for the pupils/students involved.

Investigating incidents of child-on-child abuse, including bullying

Witness statements and contributing evidence will be gathered by the relevant members of staff.

Other records of behaviour will be cross referenced for patterns.

When the incident has been substantiated and understood as far as possible it is then recorded within the recording system.

Plans are then formed for support; sanctioning; mediation and monitoring as appropriate including the communication with the parents or carers of students involved.

Support for students during investigation of a safeguarding nature:
Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, we will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school. This is likely to include removing the alleged perpetrator from any classes they share with the victim.

These actions are in the best interests of both pupils/students and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Support for Children

The age and developmental stage of the alleged victim need to be considered and the risk of any further harm. It is likely that a power imbalance may have been created between the victim and the alleged perpetrator. Support for students can be available from a variety of agencies and will be determined by the situation and the student's individual needs. Responses and reasonable adjustments may include:

- Positive reinforcement that reporting the incident is the correct thing to do
- Provision of a safe space for drop in sessions during learning family time, break and Lunch
- Support from an outside agency such as School Nursing Team
- Befriending/peer monitoring
- Adult mediation between the perpetrator and the victim if they are both willing (provided this does not increase the victim's vulnerability)

Communication with home will be timely in order to express what we know and what we intend to do during and after the investigation. Subsequent monitoring may begin as soon as the next day with further checks with the victim that could be after the first, second and third weeks.

We will support the victim of any sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the student and their family. If they are moved, we will ensure the new school is aware of the ongoing support they may need. The Designated Safeguarding Lead will support this move.

If the offence is of a sexual nature there may be a criminal investigation and guidance about the schools' response to both the victim and the perpetrator would be considered in discussion with the local authority and police.

Where the alleged perpetrator is going to remain at the school, the Headteacher would be to undertake a further risk assessment to consider whether there is a need to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Recording of incidents

Cases of bullying or incidents of prejudice against race, religion, sexual orientation, disability or transgender must be recorded following the established procedure (see appendix 2). All related administration will be completed in a timely fashion, with copies being retained by the pastoral team.

General incidences of bullying should be recorded on the anti-bullying form. This would include incidents where staff have had to become involved and speak with pupils/students, and/or where parents/carers have raised concerns regarding bullying.

Incidents of prejudice against race, religion, sexual orientation, disability or transgender, will be reported to Senior Leadership Team, Trust Safeguarding Lead and the Local Authority.

The Head of Year will then decide on the most appropriate consequences depending on the severity of the incident.

This could include:

- Informing the parents of both victim and perpetrator about the incident.
- Arranging for Restorative Justice where appropriate.
- Using the established Behaviour Policy to award sanctions
- Both victim and perpetrator may be referred for support/intervention or to the relevant outside agencies e.g. the Police, Behaviour Support, Counselling, Targeted Youth, etc.

Monitoring and evaluating

Each incident of child-on-child abuse will be recorded by the school. Any incidents with a prejudicial element will be identified.

These reports will be reviewed half termly indicating trends which may emerge and agree adjustments that may be necessary to address any current concerns. These will be shared with staff, parents/carers, students and Trust Safeguarding Lead.

Organisations that can provide support:

- Advisory Centre for Education (ACE) 020 8888 3377
- Children's Legal Centre 0207 7130 089
- KIDSCAPE Parents/carers Helpline (Mon-Fri, 10-4) 020 7823 5430
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Bullying Online www.bullying.co.uk

Appendix 1

Strategies to Prevent Bullying (schools to edit) - these are examples from Carclaze, Poltair and Penrice

Working with students to prevent bullying

We involve pupils in each step of the bullying process, from education to whistleblowing, reporting and restorative work. We aim to ensure that:

• All pupils understand our approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

• We aim to create an atmosphere in which pupils who are being bullied, or others who know about it, feel that they will be listened to and believed, and that the action taken will be swift, but sensitive to their concerns.

• Pupils need to know that not reporting incidents of bullying has the effect of protecting the bullies and gives them the message that they can continue to act in this way.

• Pupils will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.

Examples:

We involve students in each step of the bullying process, from education to whistleblowing, reporting and restorative work. We aim to ensure that:

- All students understand our approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- We aim to create an atmosphere in which students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that the action taken will be swift, but sensitive to their concerns.
- Students need to know that not reporting incidents of bullying has the effect of protecting the bullies and gives them the message that they can continue to act in this way.
- Students will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.

Appendix 1

The School

Talking to pupils about issues of difference, in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

• Regularly evaluate and update the approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.

• Implements disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

• Openly discusses differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance-related difference, also pupils with different family situations, such as looked after children or those with caring responsibilities. The school also teaches pupils that using any prejudice-based language is unacceptable.

• Uses specific organisations or resources for help with particular problems. The school draws on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying

• Provides effective staff training. 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.

• Works 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. The school also works with other agencies and the wider community to tackle bullying that is happening outside school

• Makes 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.

• Creates an inclusive environment. The school aims to create a safe environment where students can openly discuss the cause of their bullying, without fear of further bullying or discrimination and can celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

• Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small. - Staff receive CPOMS training to report bullying/alleged bullying as quickly and easily as possible.

• Duty points have been carefully considered to ensure there are no 'dead spaces' where bullying can take place undisturbed. Pupil voice continues to inform us such places as they arise.

• Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils

• Team 12 (school council) regularly considers the issue collects pupil voice and feeds back to staff to develop our practice.

• The school recognises that there are particular times when and places where pupils may be more vulnerable to bullying – lunch and break times and the beginning and end of the academy day. Arrangements ensure that there is adequate supervision available to reduce the risk of bullying incidents.

• effective supervision of pupils

• through assemblies when pupils will be informed of the school's zerotolerance policy and the actions that will be taken to prevent child-on-child abuse including bullying taking place

• having a zero tolerance approach to abuse. Sexual harassment should never be passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys" as this can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils/students

• having a robust online safety programme which develops student's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking

• having robust monitoring and filtering systems in place to ensure students are safe and act appropriately when using information technology in school, regularly evaluating and updating its approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers

• developing robust risk assessments & providing targeted work for students identified as being a potential risk to other students we will ensure that there are clear and consistent boundaries to what is considered to be acceptable behaviour and students will understand the consequences of unacceptable behaviour or language.Personalise

Appendix 1

The School (examples)

- Talking to students about issues of difference, in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their students, depending on the particular issues they need to address.
- Regularly evaluate and update the approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.
- Implements disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Openly discusses differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance-related difference, also students with different family situations, such as looked after children or those with caring responsibilities. The Academy also teaches students that using any prejudice-based language is unacceptable.
- Uses specific organisations or resources for help with particular problems. The Academy draws on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- Provides effective staff training. Academy 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.
- Invests in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils.
- Works 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. The Academy also works with other agencies and the wider community to tackle bullying that is happening outside school
- Makes it easy for students to report bullying so that they are assured that they will be listened to, and incidents acted on. Students should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- Creates an inclusive environment. The Academy aims to create a safe environment where students can openly discuss the cause of their bullying, without fear of further bullying or discrimination and can celebrate success. Celebrating success is an important way of creating a positive Academy ethos around the issue.
- Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small. - Staff receive CPOMS training to report bullying/alleged bullying as quickly and easily as possible.
- Bullying data is regularly shared with HOYs to inform their practice and identify trends/areas to investigate.

Appendix 1

- Duty points have been carefully considered to ensure there are no 'dead spaces' where bullying can take place undisturbed. Student voice continues to inform us such places as they arise.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils
- The Academy Council regularly considers the issue collects student voice and feeds back to staff to develop our practice.
- External speakers raise awareness of issues such as racism and homophobia.
- Posters around the school emphasise the importance of diversity in the school community.
- Trauma Informed Pastoral Mentors work separately with victims and perpetrators to support and educate them to prevent reoffending.
- Working with the wider community such as the police/children's services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.
- We have signed up to the Diana Award and will train Anti-Bullying Ambassadors in June 2023 in each Year group to help us find and support students affected by bullying.
- The Academy recognises that there are particular times when and places where students may be more vulnerable to bullying – lunch and break times and the beginning and end of the academy day. Arrangements ensure that there is adequate supervision available to reduce the risk of bullying incidents.
- effective supervision of students
- through assemblies when pupils/students will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent child-on-child abuse including bullying taking place
- having a zero tolerance approach to abuse. Sexual harassment should never be passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys" as this can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils/students
- having a robust online safety programme which develops student's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking
- having robust monitoring and filtering systems in place to ensure students are safe and act appropriately when using information technology in school, regularly evaluating and updating its approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- developing robust risk assessments & providing targeted work for students identified as being a potential risk to other students we will ensure that there are clear and consistent boundaries to what is considered to be acceptable behaviour and students will understand the consequences of unacceptable behaviour or language

Appendix 1

Recommended resources for staff:
This advice should not be read in isolation. It is important for schools and colleges to consider other relevant advice and guidance, including the following (which is not intended to be an exhaustive list), as part of their approach to protecting children from bullying and sexual harassment and sexual abuse.

Useful guidance/advice includes:

- Keeping children safe in education 2024 (statutory guidance for schools and colleges) This includes a list of support for schools and colleges in Part Five under Paragraph 465
- Sexual violence and sexual harassment between children in schools and colleges (guidance for schools)
- Teaching about relationships sex and health (guidance for schools)
- Relationship Education, Relationships and Sex Education and Health Education (statutory guidance for schools)
- Working Together to Safeguard Children (statutory guidance for schools and colleges)
- Exclusions from maintained schools, academies and PRUs (statutory guidance for schools)
- Behaviour and Discipline in Schools (advice for schools)
- Children Missing Education (advice for schools)
- Preventing and Tackling Bullying (advice for schools), including Cyberbullying (advice for schools)
- The Equality and Human Rights Commission (provides advice on avoiding discrimination in a variety of educational contexts)
- Mental Health and Behaviour in Schools (advice for schools)
- Rise Above (advice by Public Health England for schools)
- Promoting children and young people's emotional health and wellbeing (advice for schools)
- UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people

Appendix 2

School reporting process

Pupils/ Students:

If a pupil/student feels that they are being bullied, they are encouraged to follow one of several procedures. These procedures are:

- Submit the anti-bullying form www.XXXX.com
- Tell a friend who should then inform the relevant tutor and/or pastoral manager or submit the anti-bullying form on the behalf of the friend
- Tell a prefect who should then inform the relevant tutor and/or pastoral manager or submit the anti-bullying form on the behalf of the student
- Tell a parent or an adult at home whom you feel you can trust. They can then submit the antibullying form
- Tell a trusted member of staff who should then submit the anti-bullying form
- Ring Childline and follow the advice given.

Parent:

- Submit the anti-bullying form on behalf of their child
- Contact their child's form tutor who should then submit the anti-bullying form
- Contact their child's pastoral manager HOY who will investigate the incident swiftly.

Staff:

- If a member of staff has concerns, either their own, or as reported to them, they should complete and submit the Bullying Report Form
- When an allegation is made by a student against another student, consider whether the complaint raises a safeguarding concern via CPOMS.
- If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed immediately. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

Secondary Staff – do I report on Class Charts or CPOMS?

- When an incident occurs that needs immediate response – please report on class charts.
- The level of information recorded on Class Charts will depend on the sensitivity of the details.
  - Physical and verbal abuse – record details on Class Charts
  - Prejudice based abuse – record 'prejudice based abuse' on Class Charts and details on CPOMS.
  - Anything of a sexual nature or of a safeguarding concern – record details on CPOMS and record: 'child-on-child abuse incident – safeguarding concern' on Class Charts

Appendix 3: Flow chart for responding to sexual violence and harassment disclosures

Report Received
From the victim or a third party) this might be onsite, offsite or online

Anonymity
Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Victim Reassured
Protocols

- it is important the disclosure is taken seriously and the victim kept safe
- confidentiality is not promised
- the victim is listened to and no judgements is made
- clear record of the disclosure is taken and the facts are reported.
- if the victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children.

Safety Plan
Case by case base

- it is vital we protect the victim
- emphasis on victim being able to continue normal routines
- does the alleged perpetrator need to be removed from any classes with victim (also consider shared spaces and journey to/from school)?
- no judgement of guilt should be made
- consider the environment that it occurred – are there any changes that are needed?

Considerations
Sexual violence, sexual harassment and Harmful sexual behaviours
Immediately: consider how to support the victim and the alleged perpetrator

- what are the wishes of the victim?
- consider the nature of the alleged incident
- consider the ages of the children and development stage of the child
- is there an imbalance of power between the children
- is it a one-off incident or part of a pattern of behaviour?
- are there any ongoing risks? Disabilities? Housing arrangements
- other related issues and wider context
- consider confidentiality, risk to life?

Manage internally or referral to Early Help
One off incident which the school believes that the child(ren) is not in need of intervention, would normally be appropriate to deal with internally under the school's behaviour policy or may benefit from early help.

Refer to MARU
All incidents where a child has been harmed, is at risk of harm or is immediate danger. MARU will offer guidance and will decide on the next steps. Be ready to escalate if necessary.

Refer to police all incidents of rape, assault by penetration or sexual assault. Discuss next steps with the police, disclosing information to other staff, informing alleged perpetrator and their parents.

Safeguard and support victim, (alleged) perpetrator and other children

Victim

- the needs and wishes of the victim
- the victim should not be made to feel that they are the problem
- consider proportionality of response
- aim for victim to carry our normal routine
- recognise that they may struggle in class and need time out. Be aware that they might not disclose the full picture immediately.
- prepare for support over a long period and consider who is involved (internal and external) keep the victim up to date with actions taken and information.
- if victim moves school, the DSL informs the new school of the need for continue support.

Alleged Perpetrator

- consider there may be possible tension between discipline and support (these are not mutually exclusive)
- consider the age/developmental stage/ any SEND
- proportionate response
- consider unmet needs (for example, harmful sexual behaviours in younger children may be a sign of abuse/trauma)
- if (alleged) perpetrator moves schools, the DSL informs the new school of issues and transfers the child protection file.

Other Pupils

- witnesses may need support (especially in cases of sexual violence)
- avoid allowing young people to 'take sides'
- minimise potential for bullying or victimisation in school and on school transport
- constantly review reporting procedures and responses
- develop safeguarding culture
- be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed)

Definitions
Sexual Violence: Rape, Assault by penetration or Sexual Assault
Sexual Harassment: Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment.
Victim and Alleged Perpetrator: It is important that we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable KCSIE 22

Appendix 4

Safety Plan

Where there has been a report of physical or sexual violence the Designated Safeguarding Lead should make an immediate risk and needs assessment and develop a safety plan.

If the allegation is of a verbal nature, then the need for a safety plan should be decided on a case by case basis. All decisions need to be carefully documented and these records kept securely via our safeguarding system, CPOMS.

The safety plan will consider:

- the victim, especially their protection and support
- the alleged perpetrator, their support needs and any disciplinary action
- all other pupils/students at the school
- the victim and the alleged perpetrator sharing classes and space at school
- the risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting students.

Action:
The DSL will consider:

- the wishes of the victim
- the nature of the incident including whether a crime has been committed and the harm caused
- ages of the children involved
- developmental stages of the pupils/students
- any power imbalance between the pupils/students
- any previous incidents
- ongoing risks
- other related issues or wider context

Options:

- manage internally
- early Help intervention
- refer to MARU
- report to the police

Other related issues and the wider context should be considered as part of the safety plan.

Consideration about how best to support and protect the alleged perpetrator will also be considered and a safety plan for them also needs to be in place. Referrals where appropriate will be made to Early Help or Children's Social Care (MARU) through the Designated Safeguarding Lead.

Appendix 4

If it is considered necessary to involve the police, this will be done in parallel with a referral to children's social care as part of the safety plan. If the police wish to come into school as part of an investigation all pupils/students should have access to an 'appropriate adult' 'to support, advise and assist'. This would normally be a parent but in specific circumstances could be a member of staff at the school.

History of Changes

Version	Date	Page	Change	Origin of Change
1.0	30.11.2022		Original Draft	
2.0	22.08.2024		Updated guidance	