



Reach Schools

Anti-child-on-child abuse and bullying Policy

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<p>Schools to note: This is a Reach Schools policy and should not be modified.</p> <p>We believe that for everyone to benefit from our learning community, our schools should be a place where students, staff, supporters, families and other visitors are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation.</p> <p>We believe that all children and young people have the right to protection from harm, neglect and abuse and that their well-being is of paramount importance. Reach Schools aims to ensure</p>	



**Reach
Schools**

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1. Policy Statement

The Department of Education defines bullying as behaviour that is:

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

Reach Schools recognises child-on-child abuse and bullying to be the wilful, conscious desire to hurt, or threaten or frighten someone else. All child-on-child abuse and bullying is aggression, either verbal or psychological, although not all aggression is necessarily child-on-child abuse and bullying.

At Reach Schools, we have developed a caring environment where all students are aware that there are people who will listen and support them. We encourage an atmosphere of mutual respect and openness where students are able to develop their self-esteem and confidence.

At Reach schools we will support the victim upon finding out about bullying, but will also seek to work with the perpetrator of the bullying in order to prevent further incidents in the future.

2. Principles

We believe that for everyone to benefit from our learning community, Reach Schools should be a place where students, staff, supporters, families and other visitors are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation.



We believe that all children and young people have the right to protection from harm, neglect and abuse and that their well-being is of paramount importance. Reach Schools aims to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence.

At Reach Schools, we have a system of rewards which aims to motivate and encourage students as well as helping to build individual self-confidence and self-esteem. Reach Schools values everyone's unique contribution to our community.

Everyone has a responsibility for safeguarding and promoting the wellbeing of all students and all staff have a duty of care, to ensure our students are protected from harm.

Our philosophy is one which places consistency at its heart and we will therefore embed our beliefs around child-on-child abuse and bullying in all communication both internal and external. We will ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage and teach understanding and tolerance of different social, religious and cultural backgrounds.

Child-on-child abuse and bullying can be

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Sexual	Unwanted physical contact or sexually abusive comments
Racist	Racial taunts, graffiti, gestures
Homophobic	Because of, or focussing on the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of the internet, such as email & internet chat room misuse Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities and the misuse of AI.



Child-on-child abuse and bullying is not

It is important to understand that child-on-child abuse and bullying is not an occasional falling out with friends but repeated incidents of behaviour, over a prolonged period of time, which aims to hurt another child either emotionally or physically. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as child-on-child abuse and bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying which occurs outside school premises

School staff members have the power to discipline students 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 students' 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 students' 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 a town or village 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 antisocial behaviour coordinator in their local authority of the action taken against a student. 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 students for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the student is under the lawful control of school staff, for instance on a school trip.



3. Signs of Child-on-Child abuse and bullying and our Behaviour Policy

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the school. These behaviours, however, do not in and of themselves mean that child-on-child abuse and bullying is taking place. Likewise, child-on-child abuse and bullying may occur without these behaviours appearing. Students must be encouraged to report child-on-child abuse and bullying at our schools. Our staff must be alert to the signs of child-on-child abuse and bullying and act promptly and firmly against it in accordance with the school policy.

Reach Schools's behaviour policy is a robust document underpinned by the belief that we have a duty to educate all children in our care in ways which promote positive behaviour and interactions. The behaviour policy and its implementation within the school therefore centres around the promotion of values and character traits that it is believed will lead to the achievement of our vision. We seek and will continually strive to seek the absence of negative influences in the lives of our students, therefore banning the use of mobile telephones in school for example. For further examples of how the behaviour policy and the child-on-child abuse and anti-child-on-child abuse and bullying policy complement each other please see the school's Behaviour Policy.

4. Aims and Objectives

This policy aims to produce a consistent school response to any child-on-child abuse and bullying incidents that may occur and to produce a consistent school culture which seeks to minimise the occurrence of any child-on-child abuse and bullying incidents.



The aims of our anti-child-on-child abuse and bullying policy

- To assist in creating an ethos in which attending school is a positive experience for all members of our community;
- To make it clear that all forms of child-on-child abuse and bullying are unacceptable at Reach Schools;
- To enable everyone to feel safe while at school and encourage students to report incidents of child-on-child abuse and bullying;
- To deal with each incident of child-on-child abuse and child-on-child abuse and bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of child-on-child abuse and bullying;
- To support and protect victims of child-on-child abuse and bullying and ensure they are listened to;
- To help and support children displaying child-on-child abuse and bullying behaviour to change their attitudes and understand why it needs to change;
- To liaise with families and other appropriate members of the school community; and
- To ensure all members of our community feel responsible for helping to reduce child-on-child abuse and bullying and are aware of the school's opposition to child-on-child abuse and bullying.

The objectives of our anti-child-on-child abuse and bullying policy

- Our whole community can evidence ownership of this anti-child-on-child abuse and bullying policy;



- To maintain and develop effective listening systems for children and staff within our school;
- To involve all staff in dealing with incidents of child-on-child abuse and bullying effectively and promptly;
- To equip all staff with the skills and information necessary to deal with incidents of child-on-child abuse and bullying;
- To involve the wider school community in dealing effectively with, and if necessary referring, child-on-child abuse and bullying incidents;
- To communicate with families and the wider school community effectively on the subject of child-on-child abuse and bullying;
- To acknowledge the key role of every staff member in dealing with incidents of child-on-child abuse and bullying;
- To ensure that all incidents of child-on-child abuse and bullying are recorded and appropriate use is made of the information, which may include sharing it with relevant organisations; and
- To promote emotional health and wellbeing across the school and for all members of our community to role-model this in all situations.

5. Implementation

The following steps may be taken when dealing with incidents

- If child-on-child abuse and bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- A clear account of the incident will be recorded and given to the co-headteachers or their named representative;



- The Co-headteachers or named representative will interview all concerned and will record the incident;
- The form tutor/appropriate adult will be kept informed and if it persists they will advise the appropriate subject teachers;
- Families will be kept informed whenever possible;
- Punitive and/or educational measures will be used as appropriate and in consultation with all parties concerned.

Students who have been bullied will be supported by

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the student;
- Access to in school emotional support such as Place2be
- offering continuous support; and
- restoring self-esteem and confidence.

Students who have bullied will be helped by

- discussing what happened;
- discovering why other student(s) became involved;
- establishing the wrongdoing and need to change;
- offering continuous support; and
- Informing families or guardians to help change the attitude of the student.



The following disciplinary steps can be taken

- official warnings to cease offending;
- detention;
- exclusion from certain areas of school premises;
- suspension;
- permanent exclusion.

6. Roles and Responsibilities

The role of governors and trustees

The Local Governing Bodies for each school (LGB) and Board of Trustees supports the Co-headteachers in all attempts to eliminate child-on-child abuse and bullying from our schools. This policy statement makes it very clear that we do not allow child-on-child abuse and bullying to take place in our schools, and that any incidents of child-on-child abuse and bullying that do occur are taken very seriously and dealt with appropriately. The LGB monitors the incidents of child-on-child abuse and bullying that occur, and reviews the effectiveness of this policy regularly. The governors require the Co-headteachers to keep accurate records of all incidents of child-on-child abuse and bullying and to report to the governors on request about the effectiveness of school anti-child-on-child abuse and bullying strategies. The LGB responds within ten days to any request from a family to investigate incidents of child-on-child abuse and bullying. In all cases, the LGB notifies the Co-headteachers and asks one of them to conduct an investigation into the case and to report back to a representative of the LGB.



The role of the Co-headteachers

It is the responsibility of the Co-headteachers to implement the school anti-child-on-child abuse and bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the policy and know how to deal with incidents of child-on-child abuse and bullying. The Co-headteachers report to the LGB about the effectiveness of the anti-child-on-child abuse and bullying policy on request.

The Co-headteachers ensure that all children know that child-on-child abuse and bullying is wrong, and that it is unacceptable behaviour in this school. The Co-headteachers draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Co-headteachers may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a student is receiving a sanction.

The Co-headteachers ensure that all staff receive sufficient training to be equipped to deal with all incidents of child-on-child abuse and bullying. The Co-headteachers set the school climate of mutual support and praise for success, thereby making child-on-child abuse and bullying less likely. When children feel they are important and belong to a friendly and welcoming school, child-on-child abuse and bullying is far less likely to be part of their behaviour.

The role of the teacher

Teachers in our school take all forms of child-on-child abuse and bullying seriously and intervene to prevent incidents from taking place. They keep centralised records of all incidents that happen in their class and that they are aware of in the school. If teachers witness an act of child-on-child abuse and bullying, they do all they can to support the child who is being bullied and seek advice about the best next steps. Preventing bullying behaviours can be possible through a range of proactive measures. At Reach Schools, we look for every opportunity to prevent bullying type behaviours from happening. Some of the actions we take include:



- The issue of bullying is included in the curriculum and classwork e.g. English.
- Bullying is addressed through the Team Reach programme and is aligned with the standards of the PSHE Association.
- The Form Time and Assembly programmes reinforce British Values and the ethos of the school.

If teachers become aware of any child-on-child abuse and bullying taking place between members of a class, the issue is dealt with immediately. This may involve counselling and support for the victim of the child-on-child abuse and bullying, and consequences for the child who has carried out the child-on-child abuse and bullying. We would spend time talking to the child who has done the child-on-child abuse and bullying: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in child-on-child abuse and bullying other children, we inform the Co-headteachers. We would then invite the child's families into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Co-headteachers may contact external support agencies such as the social services. Teachers routinely attend training, which enables them to become equipped to deal with incidents of child-on-child abuse and bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of child-on-child abuse and bullying.

The role of families

Families who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of child-on-child abuse and bullying, should contact their child's class teacher immediately. Families have a responsibility to support the school's



anti-child-on-child abuse and bullying policy and to actively encourage their child to be a positive member of the school.

7. Child-on-Child Abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse');
- 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);
- 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);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;



- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which 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; and
- Initiation/hazing type violence and rituals (this 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).

8. Anti Child-on-Child abuse and Bullying Education in the Curriculum

The school will raise the awareness of the anti-social nature of child-on-child abuse and bullying through a PSHE and Citizenship programme (Team Reach), assemblies, the school council, use of form time and in the national curriculum programmes of study as appropriate in an attempt to eradicate such behaviour as well as to ensure that it is socially accepted and expected that child-on-child abuse and bullying will not be tolerated.

The team are responsible for initiating and developing with appropriate colleagues a child-on-child and anti-child-on-child abuse and bullying programme as part of the PSHE and Citizenship curriculum, with guidance from the designated senior member of staff and in collaboration with Heads of Year and class teachers. Curriculum Leaders are responsible for introducing child-on-child and anti-child-on-child abuse and bullying material in their programmes of study as appropriate.



9. Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and families may be familiar with generative chatbots such as ChatGPT and Google Bard.

Reach Schools recognises that AI has many uses to help students learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Reach Schools will treat any use of AI to bully students in line with our anti-bullying and behaviour policy.

10. Responsibilities

It is the responsibility of:

- the Board of Trustees to ensure this policy is reviewed on a regular basis and adapted according to need
- the LGB to review annual and adhoc reporting in bullying and child-on-child abuse
- the co-headteachers and all school staff to be aware of this policy and implement it accordingly
- the co-headteachers to communicate this policy to the school community and to make sure that disciplinary measures are applied fairly, consistently and reasonably
- all staff to support and uphold this policy
- families to support their children and work in partnership with the school
- students to follow this policy



11. Monitoring, evaluation and review

This policy will be promoted and implemented throughout our school. This policy is monitored on a day-to-day basis by the Co-headteachers and the senior leadership team, who report to governors about the effectiveness of the policy on request.

This anti-child-on-child abuse and bullying policy is approved by trustees whilst the local governing bodies review its effectiveness within each school annually. They do this by examining the school's incident log, and by discussion with the Co-headteachers. Governors analyse information with regard to gender, age and ethnic background of all children involved in child-on-child abuse and bullying incidents.

12. Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies.

13. Links with other policies

This policy links with several other policies including:

Behaviour policy

SEND policy

Complaints policy

Safeguarding and child protection policy

Online safety and ICT policy

Curriculum policies such as RSE and PSHE