



WREKIN

**WREKIN COLLEGE  
ANTI-BULLYING AND CHILD-ON-CHILD ABUSE  
POLICIES**



# WREKIN

## ANTI-BULLYING AND CHILD-ON-CHILD ABUSE POLICIES

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**This document was created in July 2015 to bring together a number of existing policies.**

**This policy and guidelines needs to be read alongside other school documentation including:**

- Behaviour, Rewards and Sanctions Policy (includes the Use of Reasonable Force and Physical Restraint Policy)
- Code of Conduct for All Staff and Governors
- Complaints Policy and Procedure
- Controlled Drugs and Misuse of Substances Policy
- Conducting Interviews, Searches and Confiscation Policy and Procedures
- Data Protection Policy (Confidentiality of Information)
- E-Safety and Online Safety Policies
- Equality and Diversity Policy
- Games and Sporting Activities Policy and Guidelines
- Health and Safety Policy
- Health and Wellbeing Centre and First Aid Policy
- Missing Pupil Policy
- PSHE Policy and Programme
- Risk Assessment Policy
- Safeguarding and Child Protection Policy and Guidelines
- Welfare and Health Policies - Pupils (includes Alcohol and Smoking Policies)
- Wellbeing and Mental Health Policies and Guidelines - Pupils (includes depression, self-harm, eating disorders and suicide intervention)
- Whistleblowing Policy

**Other relevant documentation:**

- Boarding Mission Statement (available on the school's website, printed in the Parents' Handbook and Pupil Handbook)
- Keeping Children Safe In Education - September 2024
- Boarding Schools National Minimum Standards - September 2022
- Parents' Handbook
- The School's Aims and Code of Conduct
- Pupil Handbook (accessible via Pupil Homepage (eLearning Hub))

**The senior member of staff with overall responsibility for all behavioural issues within the school is Deputy Head (Pastoral)/Supervising Designated Safeguarding Lead (DSL) for Safeguarding and Child Protection.**

**The person responsible for this policy, in consultation with the Day-to-Day DSL and other key personnel, is the Deputy Head (Pastoral)/Supervising DSL.**

## **Part G (Standards 15, 16 & 17) of the Boarding Schools National Minimum Standards - Promoting Positive Behaviour and Relationships:**

### **Standard 15 – Promoting positive behaviour**

15.1 The school has and consistently implements a written policy to promote good behaviour amongst pupils, including boarders. The school's approach to behaviour is easily apparent to anyone joining or visiting the school and is evident in the actions and messages from all staff and pupils, including boarders. The school behaviour policy includes detail on:

- the underlying objective to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school; the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees;
- the behaviour expected of pupils (including boarders), including treating others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems;
- how the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong;
- school systems and social norms, including rules, routines and consequences systems for pupils, including boarders' behaviour when in the charge of the school and including when outside of the school premises and online;
- pupil (including boarder) support, including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action;
- when restraint, including reasonable force, is to be used and other physical contact and how this will be managed; and
- arrangements for searching and screening children and their possessions and how this relates to safeguarding policies. Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State.

15.2 The policy complies with relevant legislation and has regard to guidance, and is accessible, clear and easily understood by staff, pupils, parents and carers.

15.3 Senior leaders should monitor the use of restraint, take appropriate action to prevent the inappropriate use of restraint, and take effective action when inappropriate restraint has been used.

15.4 The headteacher should consider whether members of staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

### **Standard 16 - Preventing bullying**

16.1 The school ensures that all forms of bullying (including cyberbullying, prejudice based and discriminatory), at the school, are prevented in so far as reasonably practicable, by the drawing up and implementation of a proactive and effective anti-bullying strategy. The strategy should include accessible and effective systems for children to report bullying.

16.2 Any instances of bullying are dealt with effectively. Staff take steps to help pupils to overcome the impact of bullying. All school staff are trained to recognise bullying and know who to go to, if required, in order to ensure bullying is dealt with.

16.3 The school's anti-bullying strategy should reflect that unlike at day schools, boarders who are being bullied (off line) cannot escape their bullies for long periods of time as they are not going home as often.

### **Standard 17 – Promoting good relationships**

17.1 Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Through regulations made under section 34 of the Children and Social Work Act 2017, boarding schools are required to teach relationships education to primary school pupils and relationships and sex education to secondary school pupils.

17.2 In schools with both day pupils and boarders, boarders are encouraged and enabled to make and sustain respectful friendships within and outside the boarding community.

17.3 Staff understand and help boarders to understand what makes a healthy, nurturing relationship. Staff are trained to think curiously about and recognise the signs of children at risk of or involved in damaging relationships with others, including teenage relationship abuse, criminal exploitation, sexual exploitation and child-on-child abuse, and take appropriate action when they have a concern.

Boarding Schools National Minimum Standards - the full document may be viewed at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1102344/National\\_minimum\\_standards\\_for\\_boarding\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102344/National_minimum_standards_for_boarding_schools.pdf)

**This policy will be reviewed annually.**

<b>Date document updated</b>	<b>Document updated by</b>	<b>Comments</b>	<b>Location of saved file</b>	<b>Date of next review</b>
July 2013	SEC	Sanctions now recorded on G Drive	Google Drive and Website	July 2014
July 2014	SEC	No changes made	Google Drive and Website	July 2015
July 2015	SEC	Anti-Bullying Policy and Anti-Bullying Procedure combined. Checked against NMS April 2015	Google Drive and Website	July 2016
July 2016	SEC	Updated school rules added Ref to KCSIE 2016 added	Google Drive and Website	July 2017
July 2017	SEC	No changes made	Google Drive and Website	July 2018
July 2018	SEC	Changes made with ref to KCSIE 2018 - peer-on-peer abuse, sexual violence and sexual harassment	Google Drive and Website	July 2019
July 2019	SEC	Changes made with ref to KCSIE 2019	Google Drive and Website	July 2020
August 2020	SEC	Changes made with ref to KCSIE 2020	Google Drive and Website	July 2021
Dec 2021	AWr/DTu	Changes made with ref to KCSIE 2021	Google Drive and Website	Sept 2022
Jan 2023	AWr/DTu	Changes made with ref to new NMS and KCSIE 2022	Google Drive and website	Jan 2024
February 2024	AWr/DTu	Changes made with ref to KCSIE 2023	Google Drive and website	Feb 2025
Nov 2024	SEC	Ref made to KCSIE 2024	Google Drive and website	Feb 2025



# WREKIN

## PART 1: ANTI-BULLYING POLICY

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### Introduction

We (pupils and staff) will not tolerate bullying or harassment of any kind, whether face to face, written, online, by phone or other means.

The governors and all staff recognise the contribution it makes to safeguarding children. We recognise that all staff have a full and active part to play in protecting our pupils from harm.

At Wrekin we create a culture and communication network where young people are easily able to confide in staff if they are being bullied.

**Wrekin believes that both the victim and the perpetrator should be viewed as in need of support.**

**Our school procedures for safeguarding children will be in line with Telford & Wrekin Safeguarding Partnership (TWSP) procedures.**

### The school will ensure that:

- The Supervising Designated Safeguarding Lead (DSL), Adele Wright (AWr), the Day-to-Day DSL, Darran Tunnah (DTu) and the Deputy Designated Persons (David Winterton - DJW and Simon Platford - SP) undertake regular training, where bullying is identified as abuse in its own right;
- The Deputy Designated Persons (DJW/SP) will act in absence of the Day-to-Day and Supervising Designated Safeguarding Leads (DTu/AWr) and deal with bullying issues;
- All members of staff develop their understanding of the signs and indicators of bullying and its direct abuse;
- All members of staff know how to respond to a pupil who discloses bullying;
- Our procedures will be regularly reviewed and updated;
- All new members of staff will be given a copy of our anti-bullying as part of their induction programme.

### Responsibilities

**The Deputy Head (Pastoral)/Supervising Designated Safeguarding Lead, is responsible for:**

- Adhering to Telford & Wrekin Safeguarding Partnership and school procedures with regard to referring a child if there are concerns about possible bullying abuse;
- Keeping written records of bullying and concerns about a child even if there is no need to make an immediate referral for action;
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.

**The Day-to-Day DSL** will assist the Supervising DSL in keeping on top of written records, and will contact TWSP in the first instance (if appropriate).

## Aims

The aims of this policy are:

1. To provide a caring, friendly and safe environment for all pupils so that they can learn in a relaxed and secure atmosphere;
2. To be accepting of others regardless of gender, sexual orientation, race, religion, culture, appearance, ability or disability;
3. To raise awareness of all staff of the need to safeguard bullied children, and of their responsibilities in identifying and reporting possible cases of this form of abuse;
4. To provide a systematic means of monitoring pupils known or thought to be at risk of harm from bullying;
5. To emphasise the need for good levels of communication between all members of staff;
6. To develop a structured procedure which will be followed by all members of the community in cases of suspected bullying abuse;
7. To develop and promote effective working relationships with other agencies, especially the Police and Social Services;
8. To ensure that all adults within our school who have access to children have been checked as to their suitability, and make them aware that bullying has no place in or out of school.

If bullying does occur, all pupils should feel that they are able to tell a member of staff or senior pupil, and know that incidents will be investigated promptly and effectively.

## Definition - Bullying

Bullying is defined to mean:

‘Deliberate hurtful behaviour repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves’.

Bullying can take the form of physical actions, words (written or verbal, including words communicated electronically) or being excluded from a group for various improper reasons.

Bullying, whether physical or mental, is completely unacceptable and the strongest possible action will be taken against anyone at Wrekin found guilty of such behaviour. One of Wrekin’s great strengths is its friendly atmosphere and community spirit, but bullying can occur in any school environment and we must be constantly on our guard to prevent it.

### Child-on-Child Abuse

“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 or college and online.

“All staff should be clear as to this policy and procedures with regard to child-on-child abuse, and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

“All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the designated safeguarding lead (or a deputy).” KCSIE Sept 2024

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (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).

**“It is essential that all staff understand the importance of challenging inappropriate behaviours between children [many of which are listed above] that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.” KCSIE September 2024.**

## The Problem

Bullying by its very nature is insidious because young people are likely to feel that ‘telling’ will only make matters worse for themselves, and leave them even more at the mercy of the bully/bullies.

Any strategy for dealing with bullying must ensure that it protects the child or young person being bullied. For example, it is more appropriate for a member of staff to approach the bully on the basis, “we know what is going on,” rather than to say that it was the victim who brought the matter to their notice.

## Bullying can be:

- Verbal
- Electronic
- Psychological
- Physical
- Social
- An abuse of power

### Examples of bullying include:

- Hitting or punching another child
- Sexual violence
- Sexual harassment
- Initiating/hazing type violence and rituals
- Spitting
- Kicking
- Spoiling someone else's belongings
- Calling names
- Teasing
- Giving nasty looks
- Making racist remarks
- Making remarks about someone's disability
- Spreading rumours

- Not letting someone join in a game
- Electronic communication – ‘cyberbullying’, including sexting
- Not talking to someone or getting other people not to talk to an individual

## Direct and Indirect Bullying

It is important to distinguish between those who are bullies, those who are victims and those who are ‘onlookers’. Sometimes bullies operate in private, quiet places, but on occasions they feel confident enough to bully in public, believing that no one will stop them. If a person simply remains an onlooker they are effectively condoning the bully’s behaviour, and in a sense they are part of the bullying.

## Emotional and physical symptoms linked to bullying

The following symptoms might be observed in an individual who is being bullied. We realise that other things can cause similar symptoms.

### Emotional

Lost confidence  
Loss of self-esteem  
Irritability  
Aggression  
Anxiety  
Panic attacks  
Depression  
Suicidal thoughts

### Physical

Sleeplessness  
Nausea  
Shaking  
Heart racing  
Laziness  
Skin complaints  
Stomach aches  
Migraine and headaches

## Cyberbullying

- The school recognises that bullying increasingly takes place in cyber environments, such as on the internet and through the use of mobile phones or other devices. In whatever form, the school will take action to prevent phones and computers that have been used for this purpose being allowed to be used on the premises and parents will be informed of that ruling. As such, these incidents will be treated as a child protection issue.
- Upon any incident where cyberbullying has taken place in or out of school and made known to us, we will take matters seriously and action will be taken to reduce any further incidents. This will be done by the Day-to-Day DSL, the Supervising DSL/Deputy Head (Pastoral) and the Head and, if appropriate, outside agencies.
- The school recognises and will act in accordance with guidelines set down by the Department for Education on cyberbullying as specified on [www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying).
- There is a rolling programme of safeguarding and child protection, and e-safety and online safety training for pupils.
- Parents Forums are delivered from time to time by registered ThinkuKnow trainers and by appropriate school staff.
- Online/e-safety updates for teaching staff form part of the school’s INSET programme.

## Staff should be conversant with the school’s Conducting Interviews, Searches and Confiscation Policy and Procedures

### Extract from the school’s procedure for conducting searches and confiscation:

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
2. Under common law, school staff can search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. The ability for a pupil to give consent may be influenced by the child’s age, any SEN and other factors, and these should be considered when carrying out a search, making reasonable adjustments where necessary (e.g. for a pupil with a disability).

3. If a pupil refuses, then the Head and staff authorised by the Head (see below) have a statutory power to search pupils or their possessions without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
4. **Prohibited items (as included in the school rules) are:**
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or to cause damage to property.
5. The Head and authorised staff can also search for any other item banned by the school rules, which has been identified in the rules as an item which may be searched for. An example of such an item is electronic cigarettes ('vapes').
6. Where a member of staff suspects a substance to be a controlled (illegal) drug or is unsure, they should treat the substance as a controlled (illegal) drug as outlined below.

#### **Authorised Staff**

**The Head decides whom to authorise to use these powers. There is no requirement to provide authorisation in writing.**

1. All members of the teaching staff and the school's Security Officer are authorised to search **with consent** for all of the above items BUT MUST NOT SEARCH, **even with pupil consent**, the content of mobile phones, laptops, computers or iPads.
2. If a member of staff suspects that an electronic storage device may contain inappropriate material, including pornography, they should confiscate the item and pass it to the Head or one of the Deputy Heads, who will then conduct the search of the item.
3. **Only the members of staff listed below are authorised to search without consent:**
  - Head
  - Deputy Head (Pastoral) and DSL
  - Deputy Head (Teaching and Learning)
  - Assistant Head (Planning)
  - Assistant Head (Co-Curricular) and Deputy Designated Person
  - Assistant Head (Head of Boarding)

In the event of all six being absent from school, the power to search without consent will be passed on to the Assistant Head (Head of Middle School) and Deputy Designated Person, Simon Platford.

## **Bullying and Pupils with Special Educational Needs or Disabilities (SEND)**

Pupils with SEN or disabilities are particularly vulnerable and can face additional safeguarding challenges. Some children are at risk of having their body language and behaviour misinterpreted by other children, young people and adults. This can lead them into difficulties as others may focus on their differences, or react to the individual's different behaviour. It is important to note that additional barriers can exist when recognising abuse or neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further investigation;
- Pupils with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Staff should read individual pupil files to familiarise themselves with SEND and medical conditions that can present with the same symptoms as abuse.

Because such judgements often require sophisticated knowledge and understanding all staff MUST err on the side of caution. It is better to discuss a number of cases where no abuse is occurring than to miss one case because a wrong assumption has been made. If there is any worry or concern about a child it must be discussed with the Day-to-Day DSL (or the Supervising DSL, in his absence).

## The School's Response to Bullying

All pupils and staff have a role to play in preventing bullying at Wrekin. Staff vigilance is the most potent deterrent against bullying. Children and young people who bully will then know that it will be dealt with, and the victims of bullying will have confidence for the same reason.

The present pastoral system enables close contact between pupils and staff and it should be used to ensure that signs of bullying are noted at an early stage. All pupils should be encouraged to pass on information to an adult.

Any indication of bullying must be acted on as a matter of urgency and must not be tolerated in the school.

Tutors will use Tutor time as a means of checking that pupils feel safe and secure.

Research has shown that bullying is most likely to take place when pupils are in unsupervised settings. Additional vigilance, including by senior pupils, is needed during free time for pupils.

## General Guidance

### **The Deputy Head (Pastoral) will be informed of all incidents of bullying.**

- Any notification of bullying will be fully investigated, documented and the relevant HsM and Tutor will be informed and the Head and parents if necessary.
- If the bullying potentially constitutes a safeguarding/child protection risk to the child, then the Day-to-Day DSL will also be informed.
- Where appropriate, colleagues will be informed and asked to be vigilant.
- A pupil who is being bullied should talk to somebody as outlined in the Pupil Handbook (accessible via the Pupil Homepage (eLearning Hub)).
- A member of staff who suspects a case of bullying should inform the Deputy Head (Pastoral), HsM and Tutor of both parties involved.
- Pupils who are being bullied will be given support and protection, and assistance to develop positive strategies and self-assertion.
- Pupils who are bullying will, following appropriate sanctions, be given guidance and assistance to change their behaviour.
- If the bullying behaviour continues and counselling of both parties has not worked, then further sanctions, determined by the Head, in consultation with the Deputy Head (Pastoral) and the relevant HsM (and the Day-to-Day DSL, as appropriate), will follow. In serious cases, suspension or expulsion will be considered.

**Staff need to take seriously the concerns of our young people and to liaise with each other to support pupils accordingly.**

### **The following general advice should be noted:**

1. Watch for early signs of distress in pupils, such as deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance and organisation. Note changes in friendship groups;
2. Listen and watch carefully at all times. Observe the socialisation of new pupils;
3. Do not accept any form of verbal or non-verbal bullying. This may be specific to a disability or personal issue for the victim, it may also relate to race or religion and is not accepted in this school;
4. Be conscious of raising the awareness of bullying through their curriculum area, if possible;
5. Use all pupils as a positive resource in countering bullying and making newcomers feel welcome and accepted. Give all pupils opportunities to discuss bullying in a safe and supportive manner;
6. Be aware of the increasing use of ICT as a means of bullying, including instant and text messages, email, social media and via gaming;

7. Make the unacceptable nature of such behaviour and the consequences of any repetition, clear to individuals and groups whenever possible;
8. Never be afraid to take action if someone is in distress. Communicate quickly with the Deputy Head (Pastoral), HsMs and Tutors, or the Head, any member of the Senior Management Team or the Day-to-Day DSL, about any suspicions or concerns about bullying;
9. Parents are also encouraged to raise the issue of bullying with members of the school. The staff expect parents to report instances of bullying and will investigate and if appropriate act upon their comments.

**Members of staff at Wrekin** all have access to the Anti-Bullying and Child-on-Child Abuse Policies, and awareness of the issue will be given a priority.

**Within the classroom setting** anti-bullying work will be addressed via the curriculum, and in particular within PSHE lessons.

**Assemblies will be held on the subject from time to time through the year.**

### **General Guidelines on Investigating and Reporting Incidents of Bullying:**

When staff complete incident reports they are requested to state whether or not a particular incident was owing to bullying (via ticking the appropriate category(ies) on CPOMS). This will allow the management of the school to monitor the issue very closely and to respond to parental and staff concerns, as well as allowing any patterns or trends to be spotted.

When staff confront a bully or bullies it is important that they try to include the following key features into their work:

- Be as certain as possible about the known facts
- Confront the 'bully' with the allegation
- Make it clear that the behaviour is unacceptable
- See each bully separately, if appropriate
- Be specific about sanctions if bullying does not stop
- Follow up to check that bullying behaviour has ceased

### **Supporting Children**

**Wrekin believes that both the bullied and the bully are viewed as in need of support.**

- We recognise that a child who has intermittent or persistent abuse by bullying may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Contrary to that, we recognise that this stability could be compromised if bullying is not taken seriously. This will be addressed as soon as it is known, or as soon as any signs of it become apparent.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be 'normal', to aggressive or withdrawn.

**Wrekin will support all pupils by:**

- Encouraging self-esteem and self-confidence, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school and promoting respect between others in and out of school. Wherever possible, delivering appropriate anti-bullying messages in the curriculum.
- Explicitly training pupils to listen to their peers in a number of ways, and to report to staff concerns about their peers. Three such groups include the Peer Support Team, the Children's Safeguarding Board and the School Prefects.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children; including, wherever possible, local and national anti-bullying campaigns.
- Notifying Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

### Confidentiality

The school recognises that all matters relating to bullying and general child protection are confidential.

- The Deputy Head (Pastoral) and Day-to-Day DSL will disclose any bullying information about a pupil to other members of staff on a need-to-know basis only.
- All staff must be aware that they have a professional responsibility to share bullying information in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets, but a child's concerns must be sensitively handled in the case of those perpetrators of the bullying, where cessation is the key outcome and reassurance for the victim paramount.

### Whistleblowing

- The school recognises that pupils cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

A person who, in good faith, reports significant concerns, allegations or suspicions of circumstances, situations or the behaviour of others which is likely to put a child's safety or welfare at risk will never be victimised following their disclosure.

### Supporting Staff

The school recognises that staff working in the school who have become involved with a child who has suffered harm from bullying, or appears to be likely to suffer harm from bullying may find the situation stressful and upsetting.

The school will support such staff by providing an opportunity to talk through their anxieties with the DSL/Deputy Head (Pastoral) or the Director of Staff Wellbeing (Kirsty Davies) and to seek further support as appropriate.

### Physical Intervention

- The school has a Use of Reasonable Force and Physical Restraint Policy and understands that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to safeguard pupils and staff.
- The school recognises that physical intervention of a nature which causes an injury or distress to a pupil may be considered under child protection or disciplinary procedures.

#### **From the Prefects' and Behaviour, Rewards and Sanctions Policies**

- Senior pupils, including School Prefects, are NOT ALLOWED to punish other pupils. Any breach of this rule will be dealt with most seriously.
- Initiation ceremonies intended to cause pain, anxiety or humiliation are NOT ALLOWED. Any breach of this rule will be dealt with most seriously.

**Staff should be conversant with the school's Use of Reasonable Force and Physical Restraint Policy (part of the Behaviour, Rewards and Sanctions Policy).**

## Racist Incidents

Our policy on racist abuse by bullying is set out in a separate document: the Anti Racism Policy is Part 2 of the school's Equality and Diversity Policy.

The school acknowledges that repeated racist incidents of bullying or a single serious incident may lead to consideration under child protection procedures.

## Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

### **The school community will therefore:**

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk about bullying and are always listened to, whether they are the victim or the perpetrator;
- Ensure that all pupils know there is an adult in or out of the school setting whom they can approach if they are worried or in difficulty in regards to bullying as a specific issue. Access to Helpline numbers will be displayed and encouraged;
- Include in the curriculum opportunities for PSHE, which equip pupils with the skills they need to stay safe from harm and to know to whom they should turn for help.

## Allegations against staff, including volunteers

The school understands that a pupil may make an allegation of bullying against a member of staff. This will be treated like any other form of abuse.

**The procedure to be followed when allegations of abuse are made against a member of staff (teaching or non-teaching) – See the school's Safeguarding and Child Protection Policy.**

## Useful anti-bullying websites include:

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.childline.org.uk](http://www.childline.org.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.direct.gov.uk/bullying](http://www.direct.gov.uk/bullying)



# WREKIN

## PART 2: CHILD-ON-CHILD ABUSE POLICY

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### Introduction

The governors and all staff recognise the contribution it makes to safeguarding children. We are committed to the prevention, early identification and appropriate management of child-on-child abuse (as defined below) both within and beyond the school.

We recognise that all staff have a full and active part to play in protecting our pupils from harm.

This policy applies to all Governors, all staff (teaching and support staff), temporary and supply staff, volunteers, and staff working on the site employed by other services and agencies and those working with children and families in the community.

This policy is in line with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education September 2024.

### Child-on-Child Abuse

“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 or college and online.

“All staff should be clear as to this policy and procedures with regard to child-on-child abuse, and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

“All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the designated safeguarding lead (or a deputy).” **KCSIE Sept 2024**

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (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).

## Responsibilities

**The Deputy Head (Pastoral)/Supervising Designated Safeguarding Lead, is responsible for:**

- Adhering to the TWSP and school procedures with regard to referring a child if there are concerns about possible child-on-child abuse;
- Keeping written records of child-on-child abuse and concerns about a child even if there is no need to make an immediate referral for action;
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.

**The Day-to-Day DSL** will assist the Supervising DSL in keeping on top of written records, and will contact TWSP in the first instance (if appropriate).

## Purpose and Aim

Young people may be harmful to each other in ways which would be classified as child-on-child abuse. This policy explores the many forms of child-on-child abuse and includes planned and supportive responses to the issues.

Abusive behaviour can happen to pupils. It is important to be clear:

- What abuse is/looks like
- How it can be managed
- What support/intervention can be put in place
- What preventative strategies may be established.

The school recognises the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously.

Abuse issues can sometimes be gender-specific (girls being sexually touched, boys being subject to hazing type violence). It is important to consider the forms abuse may take and the subsequent actions required.

## Types of Abuse

There are many forms of abuse that may occur between children and this list is not exhaustive. Other forms of abuse that may not necessarily be classed as child-on-child abuse are listed in our Safeguarding and Child Protection Policy.

**Physical Abuse:** 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 young person has engaged in such behaviour, including accidentally, before considering the action or sanction to be undertaken.

**Sexual Abuse:** this can include a range of behaviours, such as sexual jokes, inappropriate sexual language or comments, inappropriate role play, touching, assault, causing someone to engage in sexual activity without consent (such as forcing someone to strip, touch themselves sexually, view sexualised images, or to engage in sexual activity with a third party), upskirting (see below), sexual violence and sexual harassment. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person

engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards.

**Online Sexual Harassment:** this may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos (see below)
- sharing of unwanted explicit content
- sexualised online bullying
- unwanted sexual comments and messages, including on social media
- sexual exploitation; coercion and threats, and
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

**Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery):** sending/receiving sexually explicit text, images or video, including sending nude or semi-nude selfies. Pressurising a child into sending nude pictures is a form of sexual abuse. Having possession of, or distributing, indecent images of a person under 18 is an offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, school will usually have no choice but to involve the police to investigate these situations.

Staff should be conversant with the school's **E-Safety and Online Policies**, which includes the Youth-Produced Sexual Imagery Policy.

**Emotional Abuse:** not giving opportunity to express views, deliberately silencing someone, making fun of what they say or how they communicate; making them feel worthless or inadequate.

**Bullying (including cyberbullying, prejudice-based and discriminatory bullying):** a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised. It may include physical bullying, name calling, spreading rumours, making threats. It may be connected to gender, religion, race, disabilities and special educational needs, ethnic, cultural and religious backgrounds, home life, (for example in relation to issues of care, parental occupation, poverty and social class), or sexual orientation or identity (homosexual, bisexual, transgender), etc. Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Cyberbullying is the use of electronic media and instant messaging, e-mail, chat rooms or social networking sites to harass, threaten or intimidate someone for the same reasons as stated above. Bullying can become criminal behaviour under the Malicious Communications Act 1988 or the Communications Act 2003, Section 127. Both young people who are bullied and those who bully others may have serious, lasting problems.

**Upskirting:** The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force in April 2019. 'Upskirting' (which is a criminal offence) 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. Anyone, of any gender, can be a victim.

**Initiation/Hazing:** hazing is a form of initiation ceremony used to induct newcomers into an organisation such as a sports team, etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials, which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

**Abuse in intimate personal relationships between children (also known as teenage relationship abuse):** 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.

Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to child-on-child abuse therefore needs to consider the range of possible types of child-on-child abuse set out above and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach and by ensuring that our response to incidents of child-on-child abuse takes into account any potential complexity.

## What is Contextual Safeguarding?

This policy encapsulates a Contextual Safeguarding approach, which:

- Is an approach to safeguarding children that recognises their experiences of significant harm in extrafamilial contexts, and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- Recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- Considers interventions to change the systems or social conditions of the environments in which abuse has occurred. For example, rather than move a child from a school, professionals could work with the school leadership and pupil body to challenge harmful, gendered school cultures, thus improving the pre-existing school environment.

## School Response to Child-on-Child Abuse

All staff within school need to be prepared to deal with an issue of child-on-child abuse, following the approaches indicated below.

It is important to deal with situations quickly and sensitively. Prompt information gathering is important to avoid key points being forgotten. Sensitivity is needed - the word 'perpetrator' can create a blame culture and leave a pupil labelled. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with sensitive matters.

## Reporting and Recording

Reporting is carried out using CPOMS (the school's central recording system for pastoral incidents). Files can be scanned and attached if handwritten. The Deputy Head (Pastoral), Day-to-day DSL and relevant Tutor/HsM should be 'alerted' via this system when recording the incident (or just the first two people on this list via ticking the 'Safeguarding' category, if the matter is a safeguarding issue).

Appropriate 'categories' should be chosen to represent the incident being recorded.

## Gather the Facts

Any abuse that involves sexual violence or sexual harassment will be dealt with by the DSLs, following the guidance in Part 5 of KCSIE 2024, and that of the local safeguarding partnership (as appropriate). Any other safeguarding matter will be dealt with by the DSLs in line with the school's Safeguarding Policy and Guidelines. For all other incidents (e.g. bullying), the following protocol should be followed (usually by the Tutor or Houseparent investigating):

Speak to all the young people involved separately to gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions:

- What happened?
- Who observed the incident?
- What was seen?
- What was heard?
- Did anyone intervene?
- Where did this occur?

In our school, pupils have the capacity to produce a written statement. These should be collected from all parties and attached to the main report.

### **Consider the Intent (Risk Assess)**

Has this been a deliberate or contrived situation for a young person to be able to harm another? Include your professional perspective in your report.

### **Decide on your next course of action**

The situation may be one that is covered within the school's formal policies. If so, follow the guidance within them. All concerns and allegations of child-on-child abuse must be reported to a member of the Safeguarding Team as soon as is practicable - see the flow chart in Appendix 3.

### **Action, follow-up and informing parents**

Actions should be appropriate and in line with the school's behaviour policy, which includes a use of sanctions. It is important that situations are further monitored to ensure all pupils involved remain safe and protected. It will normally be appropriate to keep parents informed of how a matter has been resolved.

### **Further points to consider:**

- What is the age of the pupils involved?
- Is there any significant age difference between those involved?
- Where did the incident or incidents take place?
- Do all pupils give the same explanation of the incident?
- Do the pupils know/understand what they have been doing?
- Is the behaviour deliberate and contrived?
- Does the pupil have an understanding of the impact of their behaviour on the other person?
- Has the behaviour been repeated to an individual on more than one occasion?

### **Serious Incidents**

If the behaviours in question are sufficiently serious these should be passed on to the Deputy Head (Pastoral) without delay, for consideration with the Head.

- If from the information that you gather, you believe any young person to be at risk of significant harm you must make a safeguarding referral to the school's Day-to-Day DSL immediately (or the Supervising DSL/Deputy Head (Pastoral) in their absence).
- The Day-to-Day DSL will then pursue the matter, involving the police, children's social care or other agencies, as appropriate, and keeping the Supervising DSL informed.
- The school will work collaboratively with these agencies to ensure all matters are resolved, in the best interest of all pupils involved.
- Parents will be informed as appropriate following consideration of the situation, advice from the police/children's social care, legal requirements and the wishes of the pupils involved (Fraser competency).
- The school will always encourage pupils to share information with their parents but will not break confidentiality unless there are risks of significant harm.

## Supporting Pupils

The support required by all pupils involved will depend on those young people. We will work to find the most appropriate forms of support for them. This support may include:

- Therapeutic counselling (referral to the school's counselling services)
- One-to-one support via a mentor (in-house)
- Support via family and friends
- Support from external services (Bee-U, victim support, KOOTH, BEAM etc.)
- Restorative justice
- Input into relationship development.

Other interventions that could be considered may target a whole class or year group, for example a speaker on cyberbullying, relationship abuse, etc. It may be that through the continued curriculum of PSHE that certain issues can be discussed and debated more frequently.

## Preventative Strategies

Whilst we recognise that child-on-child abuse can and will occur, the school continually works towards being a place of safety. Our pastoral system, the use of PSHE, Assemblies and Chapel presentations, our behaviour system and the continued responsiveness of pupils and parents all enable us to build an environment where pupils can remain safe.

We will maintain vigilance and ensure we are always responsive (and seen to be) to negative situations. We will continue to monitor, to consult and be ready to adapt and act where we find weaknesses. In doing so, we will ensure our safeguarding agenda retains a high profile within school.

## Appendix 1



### **The School's Code of Conduct (This code of conduct applies to all pupils)**

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- We are here to study and to learn
- Everyone should contribute to the happy working atmosphere of the school
- The best form of discipline is self-discipline
- When on site or off, we are all ambassadors for the school
- We take responsibility for ourselves and others

#### **This means:**

Being honest, kind, considerate, tolerant and courteous  
Being organised  
Being punctual  
Looking after possessions, ours and those of others  
Looking after our health and safety

**The best relationships are open and responsible ones.**



## Specific School Rules

**Breaching any of the following 15 rules constitutes a very serious offence for which a pupil will be placed within our disciplinary system. Dependent on the seriousness of the breach, a pupil might be asked to leave the school, even for a first offence. The following (including any criminal act, contravening UK law, committed at any time) are unacceptable:**

1. Any form of bullying (including offences against gender, race, religion, disability, sexuality and learning differences).
2. Unauthorised physical contact between pupils of any age (including that of a sexual nature).
3. Offensive, threatening or sexually rude behaviour towards others (pupils or staff) by physical, verbal or written means (including electronic communication).
4. Buying, trying to buy, selling, consuming or using drugs, alcohol or tobacco, attempting to bring such items into school or encouraging other pupils to use them. Misuse of substances including solvents etc. The use or supply of illegal and other unauthorised drugs whether within the school boundaries or beyond are unacceptable.
5. Smoking/vaping at any time or place during term time, including any outing, visit or match organised by the school. Electronic cigarettes are not allowed.
6. Entering licensed premises (except those Upper Sixth pupils who are given permission from the relevant HsM to use specified public houses. On these occasions only eighteen year olds are permitted to consume alcohol).
7. Taking or using another pupil's possessions without his/her permission.
8. Breaking the school's use of cars policy. This includes driving a car without written consent from the parents and permission from the Headmaster/HsM and riding in a car driven by someone other than parents or a member of staff, unless specific permission has been obtained from the relevant HsM.
9. Possessing offensive or dangerous weapons, including laser pens or laser pointers, explosives or fireworks.
10. Breaking the school's use of mobile devices policy and inappropriate use of mobile devices. This includes making or receiving calls or texts during lessons or while on the paths or roads in and around the campus; walking around the campus listening to music; the use of mobile devices, email or internet to access or send inappropriate material, messages or images; or to be in possession of inappropriate material, messages or images, including pornographic material. Taking photographs or making recordings of pupils or staff, without prior consent, are also forbidden.
11. Betting or gambling, including online betting or gambling.
12. Bringing the school, its staff or pupils into disrepute or danger through poor behaviour at any time or via any media including the internet and social networking sites or by breaking the school's Acceptable Use Policy.
13. Tampering with electrical or mechanical appliances, including fire alarms, fire extinguishers etc.
14. Unauthorised absence (truancy).
15. Breaking bounds, including being out of House after lock-up time, without prior permission from the HsM or entering the private areas within another House.

### Other school rules

#### The following are forbidden:

16. Pupils below the Sixth Form are not allowed to visit the town, unless there is a legitimate reason and only then with the permission of the HsM. Members of the Sixth Form are allowed to visit town on a Wednesday afternoon for one hour and after 4.30pm on Fridays (Lower Sixth from the beginning of the Lent term) providing that they do not have any other commitments. Uniform or full games kit must be worn when going down town.
17. Bringing bicycles and skateboards to school without prior written consent from parents and approval of the HsM.

18. Eating in the streets and shops of the town and around the school grounds. No food or drink, other than water, may be taken into teaching buildings, the Music School, Theatre, Swimming Pool or Sports Hall.
19. Chewing gum.
20. Ball games in the immediate vicinity of all school buildings and snowballing (except on the lower playing fields).

**Please note that this is not an exhaustive list and only some of the most common misdemeanours are given.**

**Please see the school's Behaviour, Rewards and Sanctions Policy for further information.**



### CHILD-ON-CHILD ABUSE PROTOCOL FLOW CHART

