

West Coker Primary School



Child-On-Child Abuse Policy

**Approved by the Governing Body of West Coker
Primary School in November 2022**

Headteacher

Chair of Governors

Proposed Date of Future Review November 2023

Our Core Christian Values of Respect, Hope, Community, Wisdom and Kindness run through everything we do and help ensure that our pupils flourish and leave our school as conscientious, well-equipped citizens of the future. Together, we seek to embed a supportive, thoughtful and considerate atmosphere throughout that allows everyone to thrive.

What is child-on-child abuse?

1. Bullying
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Appendix – Child-on-child Abuse Log

Feeling safe and happy at school

At West Coker C of E Primary School, we want to make sure that you feel looked after, safe and happy when you are in and out of school in line with our Christian vision and values.

In our school our Christian vision shapes all we do. Our vision is underpinned by the Christian values of Wisdom, Kindness, Respect, Hope and Community.

Sometimes we don't know if something bad is happening, so you need to tell us. This policy looks at child-on-child abuse, and what you can do when you feel you are being abused, or when you notice someone else being abused.

We can help you by:

- Teaching you what child-on-child abuse is.
- Teaching you what to do if you feel like you are being abused, or if someone else is being abused.
- Making sure you know the grown-ups you can speak to if you are worried.

What is child-on-child abuse?

It is someone who might be your friend, a child at school with you, or another child you may know.

Abuse is something which usually physically or emotionally **hurts** another person by using behaviour that is meant to **scare, hurt** or **upset** that person.

Sometimes, it can be hard to know when abuse is happening, because **not all** abuse will hurt, scare or upset you, and you might not know it is happening. It's really **important** you know when you are being abused so we can make sure it stops.

There are lots of different types of abuse. It is important you know what these types of abuse are, so you know what to do if you see them.

Bullying

Bullying can be different things and isn't just hitting or kicking another person. It is a deliberate repeated act, which is intended to hurt someone else.

Emotional bullying is hurting someone's feelings, leaving them out or bossing them about.

Physical bullying is punching, kicking, spitting, hitting or pushing someone.

Verbal bullying is teasing someone, calling them names or using rude hand signs. People can also use verbal bullying to be **racist** or **homophobic**.

Racist means bullying someone because of their skin colour, race or what they believe in.

Homophobic means bullying someone because of their gender or sexuality; calling someone gay or lesbian to hurt their feelings would be homophobic.

Sexist means bullying someone because of their sex (whether they are a boy or a girl).

Cyber bullying involves sending horrid messages over the internet or by text message.

Bullying can be done through **another person**, by one person sending another person to say nasty things.

Sexting

This is sending **inappropriate pictures, videos or messages** – they can sometimes be called ‘nude pics’, ‘rude pics’ or ‘nude selfies’, but can also be rude messages.

Pressuring someone into sending these pictures, videos and messages is **abuse**.

Even if you are not the person who is sending them, it is **illegal** to have these kind of pictures or videos of a person if they are under 18 years old.

Sexual harassment

Sometimes, people can **act sexually towards others**, and it might make them feel uncomfortable.

This can happen **online** on social media, through messages and **face-to-face**.

It might make someone feel **scared, embarrassed, uncomfortable** or **upset**.

It could be:

- Someone making **sexual comments**, like telling sexual stories, saying **rude things** or saying sexual things about someone’s **appearance** or clothes.
- Calling someone **sexual names**.
- **Sexual jokes** or teasing.
- Being physical, like **touching** which makes you feel uncomfortable, messing with your clothes, or **showing pictures** or **drawings** which are of a sexual nature.
- Being sexual online, like **sharing sexual pictures** and **videos**, or posting sexual comments on social media.
- It might also be **sexual threats** or pushing you to do something sexually that you don’t want to or aren’t ready for.

Relationships

Any relationship you have should be **good** and **happy**. A bad relationship might make someone feel **scared**, **confused**, **worried** and even **unsafe**.

It's really important that you know the **difference** between a good relationship and a bad relationship.

Good relationships

- You are **comfortable** around that person.
- You can be **honest** with that person.
- You can say how you **feel**, what you are **thinking**, and you **listen** to each other.
- You **support** each other and treat each other **nicely**.
- You feel **safe**.
- You **trust** that person.
- You are **equal** – you don't boss each other around or tell each other what to do.
- You feel **looked after**.

Bad relationships

- The person might **push** you, **hit** you or **destroy** your things.
- The person might **tell you what to do**, what to wear or who you can see.
- You might feel **scared** – they might say they will hurt you if you don't do something. They might also say they will hurt you if you do something too.
- The person **calls you names**, makes you feel bad in front of other people and makes you **feel bad about yourself**.
- The person gets **angry easily** and you don't know what will make them angry – it might make you feel **nervous**.
- The person might **pressure** you to do things **you don't want to** or aren't ready for, like sex, or using drugs and alcohol.

The person **might not take no for answer** when you say you don't want to do something.

How do I know if someone is being abused?

It might be hard for you to know if you are being abused and you **might not really understand** it is happening. It is important you can **recognise** when behaviour isn't appropriate.

It's also important that you can notice when **someone else** might be being abused.

Some signs might be:

- Not going to school.
- Having injuries, like bruises.

- Feeling sad and down.
- Feeling like they can't cope.
- Feeling withdrawn or shy.
- Getting headaches or stomach ache.
- Feeling nervous.
- Not being able to sleep, sleeping too much or getting nightmares.
- Feeling panicked.
- Using alcohol or drugs.
- Changing looks to look much older.
- Being abusive to someone else.

Remember: you can feel all of these things too. Listen to how you feel and know that these signs can mean you are being abused.

What do I do if someone else is being abused?

If you see someone else being abused, it is important that you **help** that person.

You should **never walk way** and ignore the problem if you see someone else being abused, because the person might keep upsetting them.

If you can, and it is **safe** to do so, tell the person abusing you to **stop**, but never get angry or hit them.

Tell a grown-up, such as a teacher, as soon as you've seen someone being abused.

Grown-ups can **stop the abuse** and make that person feel happy again.

You should **never feel scared** to tell someone about abuse.

Sometimes, you might not **see someone being abused**, but you might be **worried** about them. Or you might think they are being abused by **someone you don't know**, or someone they have **told** you about. It's really important you **tell someone** even if you are worried but haven't **seen** any abuse.

What do I do if I am being abused?

The first thing you should do is **tell someone you trust**. This could be a family member, a friend or a teacher.

You can also **tell the person abusing you** to leave you alone. If telling them to leave you alone would **make you feel too scared or worried that they might hurt you**, make sure you **tell someone** so they can help.

You should **try not** to:

- **Do** what the person says.
- Let what the person says or does **upset** you.
- Get **angry** or hit them.

Always remember that if you are being abused, it is **not your fault** and you are **never alone**.

You shouldn't be scared to **talk to someone** if you are being abused. If you talk to a grownup, we can **make the abuse stop**.

Who can I talk to?

It is important you **tell someone** as soon as you are being abused, or you notice someone else being abused.

Speaking to someone like your mum, dad, carer or teacher will mean that we can make sure the **abuse stops** and doesn't happen again.

You can speak to any member of staff at school that you feel comfortable speaking to.

stop abuse from happening?

- Making sure we **understand** how we should **act** towards others.
- **Helping** others when they are in need.
- Being **kind, friendly** and **respectful** to others.
- Thinking about people's **feelings** before we say or do something.
- Taking part in **school activities**, like assemblies, PSHE lessons and circle time, which talk about child-on-child abuse.
- **Talking to someone** when we are worried.

You should know that abuse is never OK and it is serious. It is not funny, or part of growing up. If you abuse someone, you will get into trouble.

Let's make West Coker C of E Primary School a happy place!

West Coker Child-on-Child Abuse Report Form

Name of pupil		Class	
Date/Time of Report		Person reporting	<input type="checkbox"/> Parent/Carer. <input type="checkbox"/> Child <input type="checkbox"/> School Staff <input type="checkbox"/> Other
Type of Abuse	<input type="checkbox"/> Bullying. <input type="checkbox"/> Cyberbullying <input type="checkbox"/> Physical Abuse <input type="checkbox"/> Emotional Abuse <input type="checkbox"/> Sexual Abuse <input type="checkbox"/> Other	Safeguarding Level	<input type="checkbox"/> Universal <input type="checkbox"/> Additional <input type="checkbox"/> Complex <input type="checkbox"/> Acute
Abuse details			
<p><i>What happened? (trigger)</i></p> <hr/> <p><i>Who dealt with it?</i></p> <hr/> <p><i>What next?</i></p> <hr/>			
Behaviour Step			
<p>1. Warning by class teacher <input type="checkbox"/></p> <p>2. Loss of playtime/time out <input type="checkbox"/></p> <p>3. Second warning/loss of playtime/time out <input type="checkbox"/></p> <p>4. Parents/Carers informed/SIMS behaviour log <input type="checkbox"/></p> <p>5. Removal of privileges <input type="checkbox"/></p> <p>6. Sent home <input type="checkbox"/></p>			

Follow-up

ELSA support Class teacher check in

Other _____

**Name of staff and
position**

Signature/Date

Advice for recording a concern

When recording an incident include the date, time and place as well as the names of any potential witnesses to the event or disclosure. Keep observations factual. If recording conversations try to use exact words and not to rephrase. Avoid leading questions. Use the outlines provided to show injury sites. Size estimates can also be included

Safeguarding Lead

Referred DSL on:		DSL on duty:	
Advice sought: <small>(when, from whom and what was advice given)</small>			
Concern/referral discussed with parent/carer? <small>(If not, state reasons why – if yes, note discussion with parent)</small>			
Referral made: <small>(If not, state reasons why – if yes, record to whom and any action agreed)</small>			
EHA required?	Yes / No?	By whom:	
Feedback to referring member of staff:	Yes / No?	By whom:	
Response to / action taken with pupil: <small>(what was done and by whom?)</small>			
Other action taken:			
Signed:		Date:	