Aqueduct Primary Academy Anti-Bullying/Child-On-Child Abuse Policy
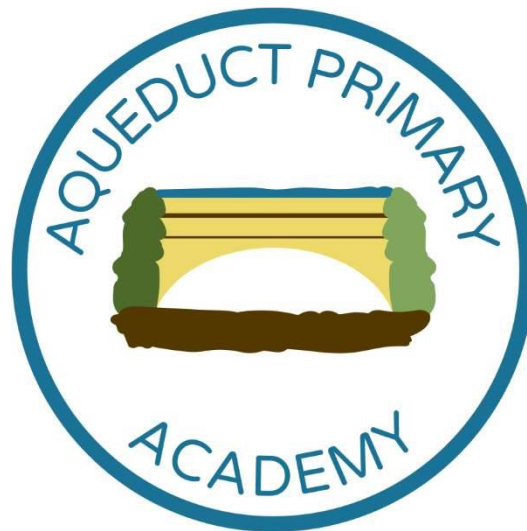
2025 - 2027

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones.

Leadership
Finding the leader in all of us.

Inclusion
Realising the greatness in our difference.

Enjoyment
Loving what we do.

Learning
Creating exceptional opportunities for learning.

Inspiration
Feeling the power of the possible.

Integrity
Being courageously true to our purpose.

Responsibility
Unwavering commitment to seeing things through.

Introduction

The governors, senior leadership team, and all staff (which shall apply to all volunteer staff members) at Aqueduct Primary School are committed to the prevention, early identification, and appropriate management of bullying (child-on-child abuse) both within and beyond the School.

We believe that in order to protect children, our school should be aware of the nature and level of risk to which our children are or may be exposed.
We regard the introduction of this policy as a preventative measure. We do not feel it is acceptable merely to take a reactive approach to child-on-child abuse in response to alleged incidents of it and that in order to tackle child-on-child abuse proactively, it is necessary to focus on all four of the following areas: (i) systems and structures; (ii) prevention; (iii) identification; and (iv) response/intervention.

We recognise national and increasing concern about this issue, and wish to implement this policy in order to mitigate harmful attitudes and child-on-child abuse in the school setting, and for all stakeholders, particularly parents and carers to know that if a child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the school so that it can ensure that appropriate and prompt action is taken in response.

Aqueduct Primary Academy recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. child on child abuse will not be tolerated or passed off as part of "banter" or "growing up".

This Policy

> ❖ is the school's overarching policy for any issue that could constitute bullying/ child-on-child abuse. It relates to, and reads alongside, the school's child protection policy
> ❖ sets out our strategy for improving prevention, and identifying and appropriately managing child-on-child abuse
> ❖ applies to all governors, the senior leadership team, and staff.
> ❖ is reviewed annually, and updated in the interim, as may be required
> ❖ is compliant with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education
> ❖ does not use the term 'victim' and/or 'perpetrator'. This is because our School takes a safeguarding approach to all individuals involved in concerns or allegations about child-on-child abuse
> ❖ should, if relevant, according to the concern(s) or allegation(s) raised, be read in conjunction with the DfE's advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE's Advice) (May 2018),33 and any other advice and guidance referred to within it, as appropriate

AIMS OF THE POLICY

❖ To define what bullying is
❖ To define what child-on-child abuse is
❖ To raise awareness of issues surrounding the subject of bullying/ child-on-child abuse.
❖ To identify procedures for handling bullying/child-on-child abuse incidents.
❖ To highlight strategies for caring for the victims of bullying/child-on-child abuse.
❖ To ensure all staff adopt a consistent approach for reporting, monitoring and dealing with bullying/child-on-child incidents.
❖ To make clear the roles and expectations of school, home and individual children when dealing with incidents of bullying/child-on-child abuse.

WHAT IS BULLYING/CHILD-ON-CHILD ABUSE?

Definition

"Bullying is a form of behaviour which can be defined as a repeated, prolonged attack on an individual or group. It may be physical, psychological, social or verbal in nature. It is the wilful, conscious desire to hurt, threaten or frighten someone. It is an abuse of power. Bullying is a form of peer abuse and often thrives on a bed of secrecy." (DFE)

Bullying can be:

❖ Physical – violence such as hitting, kicking, punching and pinching.
❖ Emotional – persistent teasing, excluding and ridiculing (often because of what a child may be wearing), or body shape, looks or disability.
❖ Verbal – name-calling, making someone look inferior.
❖ Racist – racist taunts and gestures.
❖ Sexist – abusive comments
❖ Homophobic and transphobic.

All children are capable of abusing their peers. This can manifest itself in a whole spectrum of behaviours including –

Child on child Abuse can be:

❖ Bullying including cyberbullying
❖ Sexual violence and harassment
❖ Physical abuse
❖ Sexting
❖ Upskirting (now a criminal offence and has reporting requirements)
❖ Initiation /hazing type violence and rituals

Bullying is not when pupils fall out or have disagreements with each other.

Bullying/child-on-child abuse is a deliberate act, which can be physical or emotional. It very often happens more than once and is frightening to the abused, causing loss of confidence and lowering of self-esteem. Children responding to surveys, indicated that if they were bullied, they would feel frightened, alone, sad, unhappy, left out, cross, angry and hurt. If bullying or child-on-child abuse continues it can lead to a low self-esteem, poor academic achievement, depression, feeling excluded from the group, shyness, a lack of trust and in extreme cases, even self-harm and suicide.

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships, friendships and wider peer associations. Child-on-child abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or prejudice-based violence including, but not limited to, gender-based violence. Examples of online child-on-child abuse would include sexting, online abuse, child-on-child grooming, the distribution of youth involved sexualised content, and harassment.

CYBER BULLYING

Children have access to the internet in school during class lessons and this is monitored by the staff. The internet use is monitored by system called Senso which is used throughout most schools and all the Reach2 schools. Issues around Cyber Bullying are treated seriously, whether these are issues within school or reported to us from home. Parents are contacted about any incidents that are brought to the attention of the school. There are also planned lessons that discuss cyber bullying. This is covered in our Computing and Personal Development and Citizenship lessons.

HOMOPHOBIC BULLYING

Homophobic bullying does not only affect lesbian, gay and bisexual (LGB) young people. Anyone who is perceived as different can become a target of homophobic bullying. Like any other form of bullying, homophobic bullying can be distressing for a pupil and can affect their confidence and well-being. An important aspect of our role is making sure every pupil - regardless of their sexual orientation – has someone to turn to if they feel they are being bullied and that they feel included and valued at home and at school. Parents of the child and abuser will be informed immediately and should the matter persist, the pupil could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the pupil and parents.

RACIST BULLYING

Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Nobody has the right to call pupils names or to treat them badly because of their colour, race or religion. Racist bullying is not just about the colour of people's skin, it can be about their ethnic background or religion too. All incidents of racism are acted upon and recorded. All racist incidents are recorded and reported to the Local Authority and The Trust.

All types of bullying/child-on-child abuse are unacceptable in our school community and all incidents will be dealt with promptly. All children are encouraged to report bullying incidents directed at themselves or others.

How can a child who is being abused by their peers be identified?
All staff will be alert to the well-being of students and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by bullying/ child-on-child abuse

Signs and symptoms for all staff to be aware of:

- ❖ absence from school or disengagement from school activities
- ❖ physical injuries
- ❖ mental or emotional health issues
- ❖ becoming withdrawn – lack of self esteem
- ❖ lack of sleep
- ❖ changes in behaviour
- ❖ out of character
- ❖ inappropriate behaviour for age
- ❖ abusive towards others

Children particularly vulnerable to abusing or being abused by their peers

Any child can be vulnerable to child-on-child/bullying abuse due to the strength of peer influence. Staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers.

- ❖ Those aged 10 and upwards (although children as young as 8 have been identified)
- ❖ Girls and young women are more likely to be abused/bullied and boys and young men more likely to be abusers
- ❖ Black and minority ethnic children often under identified as being bullied/abused and over-identified as being abusers
- ❖ Young people with intra-familial abuse in their histories or those living with domestic abuse are more likely to be vulnerable
- ❖ Young people in care and those who have experienced loss of a parent, sibling or friend through bereavement
- ❖ Young people who have been abused or have abused their peers.
- ❖ children may be more likely to experience child-on-child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

Abusers can be younger than those they are abusing.

Supporting SEND children
Children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND and additional barriers can sometimes exist when recognising abuse in children with SEND. These can include:

- ❖ assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration,
- ❖ the potential for children with SEND to be disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs,
- ❖ communication barriers and difficulties, and – overcoming these barriers.

Therefore, any change in behaviour or report from another child or adult regarding bullying/child-on-child abuse, would be reported to the class teacher who would closely monitor this, following school procedure of logging details of any event. The information would then be shared with the families of parents/guardians of both parties involved. Parents are encouraged to share with the school any concerns of this nature they have regarding their own child.

A whole school approach
As a school we will minimise the risk of bullying and child-on-child abuse by:

- ❖ Educating all governors, its senior leadership team, staff, students, and parents about this issue
- ❖ taking all forms of child-on-child abuse seriously (no matter how 'low level' they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as horseplay or teasing
- ❖ Providing a developmentally appropriate Personal Development and Citizenship, Computing and British Valves curriculum which develops pupils understanding of acceptable behaviour and keeping themselves safe.
- ❖ Train all staff to look for warning signs as listed in this policy
- ❖ Planning circle times, which follow our Personal Development and Citizenship Scheme of Work, and use of circle time to support and deal with any concerns or problems that may arise.
- ❖ Training children as peer supporters, these are called 'Playground Pals' (Safeguarding Board Members) are available on the playground, at playtime and lunchtime to support other children with any difficulties. The Safeguarding Board, wear orange tabards, labelled 'Playground Friend' to denote their role.
- ❖ Having a robust e-safety programme which develops pupils' knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.
- ❖ Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school.
- ❖ Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
- ❖ Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk.
- ❖ Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils
- ❖ Organise Year 5 & 6 children to provide support for new children in Reception, during lunchtimes for as long as it is perceived to be necessary by the individual children or the

Foundation Stage manager. Lisa Batchelor (Inclusion Support Manager) also organises 'drop in' times at break and lunchtimes where children can talk with her about any worries they may have.

- ❖ Ensure that when a child joins the school at a different point of the academic year, the class teacher allocates a buddy to support the child. This will happen regardless of the age of the child. The class teachers will monitor the settling in period and additional support will be given to the child, if required.
- ❖ Ensure our Behaviour Policy supports the Anti-Bullying Policy.
- ❖ Use the School's Council to support any teaching and learning activities on bullying and give the children a representative voice in school. These children will be involved in formulating and analysing questionnaires.
- ❖ Highlight the problems of bullying through a 'blue' week in November, involving children, parents, staff and governors, and revisit the theme each term through SMSC.
- ❖ Billy the Bear will be a regular visitor to whole school assemblies. Billy has an email address that children or parents can write to with any concerns or worries. Emails will be replied to by 'Billy.'
- ❖ Support the Pupil's Safeguarding Board to organise boxes, located in the school hall, and in each key stage, so that any child wishing to inform someone in school, in a confidential way, can do so. This box will be checked regularly by Billy Bear.
- ❖ Children being regularly asked for their views on how the school protects them from bullying and child-on-child assessment
- ❖ Working with governors, senior leadership team, and all staff, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community
- ❖ Developing a setting and curriculum that includes addressing well-being and mental health
- ❖ Work with governors, senior leadership team, and all staff, students and parents to address equality issues, to promote the school values including respect and kindness, and to encourage a culture of tolerance and respect amongst all members of the school community
- ❖ Ensure children can develop trusting relationships with staff, and in which staff understand, through regular discussion and training, the importance of these relationships in providing students with a sense of being believed and understood
- ❖ respond to cases of child-on-child abuse/bullying promptly and appropriately and ensure that all disclosures/ issues are fed back to the School's Designated Safeguarding Team so that they can spot and address any concerning trends and identify children who may be in need of additional support. (DSLs will report these by way of a weekly staff meetings at which all concerns about children (including child-on-child/bullying abuse issues) are discussed)

All reports of bullying/child-on-child abuse will be reported to a DSL and all reports will be taken seriously. The DSL will discuss the concern with the member of staff who has reported it and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

DSLs should always use their professional judgement to: (a) assess the nature and seriousness of the alleged behaviour, determine whether it is appropriate for the alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required.

How will the school respond to concerns or allegations of bullying/child-on-child abuse?

- ❖ All reports/concerns about child-on-child abuse/bullying will be shared with a DSL (designated Safeguarding Lead) by adding to CPOMS
- ❖ The DSL will discuss the concern(s) or allegation(s) with the member of staff who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected
- ❖ If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead)
- ❖ Inform lunchtime supervisors and all staff at weekly meetings to ensure they are extra vigilant, including when on duty at lunch and playtimes.
- ❖ Ensure that the child knows it is not their fault.
- ❖ Be supportive and respectful and ensure the child understands that their concern/issue will be taken seriously
- ❖ Listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what
- ❖ All concerns and allegations of child-on-child abuse will be handled sensitively and promptly
- ❖ Parents/Carers of all children involved in the allegations will be informed, safety steps and procedures will be explained
- ❖ A DSL will be designated to work alongside those involved and the Inclusion Manager will be part of the Report/Support/Review Plan
- ❖ A thorough investigation of the concern(s) or allegation(s) will take place, and the wider context in which it/they may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident(s), it may be appropriate for the police and/or children's social care to carry out this investigation
- ❖ Explain to the child what will happen next
- ❖ A DSL will open and begin a Report/Support/Review form (**Appendix 1**)
- ❖ Complete a Support Plan and share with child
- ❖ Complete a risk assessment
- ❖ If there are concerns about a particular child being bullied, then that child should be monitored (monitoring document) and all observations noted down. All parties should be informed, including Lunchtime Supervisors, Teaching Assistants, Teachers and parents.
- ❖ Where the report includes an online element, being aware of searching, screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- ❖ All children involved will be treated as being at potential risk – while the child allegedly responsible for the abuse/bullying may pose a significant risk of harm to other children, she/he may also have considerable unmet needs and be at risk of harm themselves

- ❖ Refer to the school's Behaviour Policy when deciding on the appropriate action. This would be dealt with under more serious behaviours and children would be involved in keeping a Home/School Behaviour Journal.
- ❖ Clear, strategic approach when concerns raised.

  - Safeguarding concern reported
  - Class Teacher informed (if someone else raising issue)
  - Alert all staff immediately- including staff meetings
  - Monitoring sheet logging all incidents chronologically
  - Parents of both parties informed.

- ❖ The school will ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse/bullying, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter

The DSL may wish to consult with children's social care and/or Family Connect and/or other relevant agencies to determine the most appropriate response.

Where any concern or allegation indicates that indecent images of a child or children may have been shared online, the DSL should consider what urgent action can be taken to seek specialist help in preventing the images spreading further and removing the images from the internet.

Risk Assessment (Appendix 2)
Where considered necessary by DSLs/Staff/Parents a risk assessment will be completed and the following considered:
- ❖ The nature and level of risk of the different variants of child-on-child abuse within the school
- ❖ The makeup of the children concerned [abused and abuser(s)], including specific characteristics that might affect their vulnerability to child-on-child abuse/bullying such as, for example, gender, age, learning difficulties, special educational needs and/or disabilities, sexual orientation and/or religious belief
- ❖ Which of these students are affected, or are more at risk of being affected, by child-on-child abuse/bullying
- ❖ The various sociocultural contexts to which the children are associated including, for example, their peer group (both within and outside the school), family, the school environment, their experience(s) of crime and/or victimisation in the local community, and their online identities - which may impact on their behaviour and engagement in school.

Children have been part of creating this policy.

Children are consulted about their views on bullying through questionnaires and circle times as well as during Anti-Bullying week. They regularly identify bullying as:

Calling names	Threatening	Racism and Prejudice	Punching, swearing, kicking or pinching	Fighting
Bullies hurt your feelings	When someone beats you up	Teasing	Hurting people on the outside and the inside	Cruelty
Physical abuse	Something done by someone who does not understand you or they are jealous of you	Taking money or things	Mean	Getting hurt because of how you look
Pushing and tripping over	Sending text messages and e-mails and using Social Media sites (Facebook etc)			

The children agreed, during Anti-Bullying Week, that a one-off incident could **not** be regarded as bullying. The children were asked how an argument or falling out was different from bullying. Overwhelmingly, in Key stage 2 and Year 2 the children had a good understanding of the difference between the two.

The children are taught to understand that bullying is 'Several Times On Purpose' and they recognise the STOP motto. However, the children are also taught about child-on-child abuse and how these incidents must be reported and how seriously all staff will respond to support children being abused. Children and staff are asked to sign posters, which are displayed in the hall, that agree to keep bullying out of our school.

'An argument does not go on forever, bullying might' 'Arguments have a reason – bullying might have no reason at all'.

The younger children are beginning to have an understanding of the difference, and this develops through Key Stage 1 and KS2.

All types of bullying/child-on-child abuse are unacceptable in our school community and all incidents will be dealt with promptly. All children are encouraged to report bullying incidents directed at themselves or others.

The children felt that people become bullies because:

- ❖ 'They think it is fun and it makes them feel powerful.'
- ❖ 'They are jealous of something the victim has e.g. clothes, being clever or being good at sport.'
- ❖ 'They want to take money off the victim.'
- ❖ It might be to do with size or weight of the victim.
- ❖ Bullies might come from a problematic home and not be treated well themselves.
- ❖ The bully might be getting their own back – victims can sometimes bully someone else.
- ❖ They want to get a reaction and look cool.
- ❖ They might be going through an unhappy experience at home eg: illness, death in the family or parent out of work.
- ❖ They may pick on a new person or someone who is different.

During Anti-Bullying Week November, the children knew who to tell and talked about going to the teacher, their parents, their friends, the head, teaching assistants, lunchtime supervisors and Playground Friends. Very few children said they would do nothing or would stand by and watch. All children are encouraged to report bullying/child-on-child incidents directed at themselves or others.

If a bullying incident occurs:

The child should:

1. Tell someone straight away what has happened. Tell an adult at home or at school. The school has provided ways for a child to tell someone, even if they do not feel comfortable or are anxious about telling an adult. The child could email Billy Bear or drop him a message in 'Billy Bear' boxes allocated in each school phase. Children are taught to always tell and never keep it to themselves.

2. Never hit back or retaliate with name-calling. Ignore the bully and firmly say NO. Walk away from the person who is bullying you and go and tell an adult.

The whole school community believes that everyone has the right to be safe in school, regardless of their background, beliefs and educational needs. Children should never think it is their fault. Nobody in school should be bullied/abused.

The teacher should:

Report the concern to a Designated Safeguarding lead (DSL). Always inform parents and carers of action taken. Parents and carers are far happier if they know what we are doing and what the outcome

of any action has been. The child can then see home and school communicating and will feel more confident. A quick phone call as a follow up, at lunchtime or the end of the day, can reassure an anxious parent.

The parent or carer should:

1. Look for warning signs – not wanting to go to school or go out to play, anxiety, feeling ill, tummy aches in the morning, unhappiness or depression and frequent bad dreams.

2. Not ignore it and think it will go away.

3. Talk to the child about what has happened.

4. Go into school and inform the class teacher as soon as a concern arises. Talk to the teacher and ask to be kept informed.

If a parent thinks their child is bullying others they should talk to the child. They should stay calm and find out if something is worrying the child, making them behave in this way. The child should always be reassured that they are still loved, and it is their behaviour that is unacceptable, not them. The child should be encouraged to change for the better in a positive way, praising and rewarding for any positive steps that he or she makes, but at the same time never condoning violence or intimidation.

If the bullying continues, the Headteacher will become involved. The school can always seek the help of the Behaviour Support Team and small group intervention may take place. This will also happen if the bullying is part of a wider behaviour problem. As part of Personal, Social, Health and Citizenship Education, strategies of circle time, role-play and problem-solving activities will be used to support the children. The school can support parents by offering information leaflets and in more difficult situations seeking the help and support of external services.

Safeguarding

Aqueduct Primary Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

Policy Review

This policy will be reviewed **every 3 years** or sooner, taking into account any legislative changes and the latest guidance issued by the DfE.
Any changes made to this policy will be communicated to all relevant stakeholders.

Appendix 1

Child on child
Report/Support/Review
Part 1: Report
Complete Part 1 and ensure the following steps are taken. Report discussed with DSL/ Head/Deputy, where appropriate. Where appropriate to be included in weekly DSL meeting where next steps will be agreed.
Be as detailed and specific as possible with the information taken.

Pupil's Name:		
Adult completing reports name:		
Date:	Class (if pupil)	Shared with all staff (date)
Report: (*be as specific as possible, include* history of incidents)		
How frequently has abuse occurred?		
Children name or names relating to concern *(ages of the children)*:		
Has the pupil shared their concerns with any other pupils or adults in the school? If so when?		
Any ongoing risks and any wider context?		
Have parents of the victim or those accused of abuse been informed? (Add reasons for answer given)		
What are the wishes of the victim?		
Suggestions/wishes of parents		
Next steps taken, included names of those that the report has been shared with. **RISK ASSESSMENT- must be completed and shared with appropriate staff**		

REVIEW DATE: (add who it will be reviewed by and keep dates tight to ensure support)

Part 2: Support

List the support given- Ensure names and dates are specific   *Include a timeline and link to review date*
Pupil's Views- wishes

Part 3: Review

This must be shared with abused and the child/children involved. Include child's parents

REPORT in summary	Abused/Bullied or Alleged abuser/bully	CHILD'S NAME Year and class
E.g. Tom has reported to Robbie Evans (CT) that he feels he has been bullied. The first report of this was September 23rd (two days ago). It began with name calling a few weeks ago but there is now continuous physical abuse, such as punching and kicking. Following an investigation by TL (Head) it has been concluded that a risk assessment needs to be put in place for all parties concerned. Tom was allocated adults and a DSL to monitor this Tom and for Goldilocks to ensure this does not continue.	E.g. Reported being bullied/Abused OR Allegedly bullying Goldilocks	e.g. Tom Smith (boy) Year 5 RE class
The makeup of the group of children involved, including specific characteristics that might affect their vulnerability to child-on-child abuse such as, for example, gender, age, learning difficulties, special educational needs and/or disabilities, sexual orientation and/or religious belief	Names of parents contacted/how and date	DATE of ASSESSMENT
e.g. Tom is a SEND pupil, with severe anxiety and a reluctance to share his concerns with certain adults in school. At times he does say that all is ok when it has been found that it isn't.	E.g. Three Bears, asked to come into school, both parents attended. 25.09.24	24.09.24 Time: 10:15
The nature and level of risk of the different variants of child-on-child abuse within the school	**The various sociocultural contexts** to which those students are associated including, for example, their peer group (both within and outside the school), family, the school environment, their experience(s) of crime and/or victimisation in the local community, and their online identities - which may impact on their behaviour and engagement in school. This risk assessment	**Please specify type of abuse (see low)**
Physical abuse- punching and kicking, however this has escalated from name calling. Concerned will become more severe.	Tom only has one or two friends, and these tend to be other pupils who are also quite vulnerable. He can be quite lonely if his friends are away or on a different lunch.	

RISK ASSESSMENT – Bullying/Child-on-child Abuse   DSL(responsible for case)_____

Date of Assessment: xxx   Date of Review: xxx (dates in stages e.g next day- next few days)

The school will always carry out a risk assessment in respect of:
- Any child who is alleged to have behaved in a way that is considered to be abusive or violent.
- Any child that is being sexually harassed
- Any child sending or receiving inappropriate images on social media
- Any child who has reportedly been abused or affected by the alleged abusive or violent behaviour by another child.
- Any child that may be at risk due to the alleged abusive or violent behaviour by another child as deemed appropriate by the DSL.
  Where it is alleged that a child has behaved in a way that is considered to be inappropriate or problematic (as opposed to abusive or violent) a DSl will use their professional judgement as to if a risk assessment is needed.

TYPES OF ABSUSE
- ❖ Physical – violence such as hitting, kicking, punching and pinching.
- ❖ Emotional – persistent teasing, excluding and ridiculing (often because of what a child may be wearing), or body shape, looks or disability.
- ❖ Verbal – name-calling, making someone look inferior.
- ❖ Racist – racist taunts and gestures.
- ❖ Sexist – abusive comments
- ❖ Homophobic and transphobic.
- ❖ Cyberbullying- using social media

RISK	Working Procedures/ Risk Control /Action Required	Adult Responsible	Review- add additional support needed. Complete and link to support plan
Risk of abuse in the classroom	E.g. All Staff informed – staff meeting and morning meeting (add date)		
Risk of abuse at break times	E.g. Lunch time supervisors informed to observe Group of friends/or friend part of support for child to be with or go to		
Risk of abuse at lunchtimes	As above + Ensure Pit Stop available- inform when there are changes		
Risk of abuse outside school	Parents informed and explained how to report to school. Parents given leaflet that includes on-line support Add any outside agencies involved e.g. Early Help Sexual harassment- Police informed		
Ensure include any risk			

Assessment led by …	Authorised by ……………………………………… Date ………………………
REVEWED- Include all those concerned, although not all together. Inform parents of review and capture their understanding of progress. Explain next steps.	Names attending review.