

# Oakdene Primary School



## **Anti-Bullying Policy**

Policy Adapted by: M. Weston

Date reviewed: December 2023

Date to be reviewed: December 2024

## **Statement of Intent**

Oakdene Primary believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. Children, young people and parents say bullying is among their top concerns. Bullying can make the lives of victims a misery; it can undermine their confidence and self-esteem, often destroying their sense of security, which can have a lifelong negative impact. Bullying can take place between pupils, between pupils and staff, or between staff. It can take place by individuals or groups. It can be face-to-face, indirect or using a range of cyberbullying methods. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils at Oakdene Primary School work together to prevent and reduce any instances of bullying at the school. Any incidents involving bullying are taken extremely seriously.

## **Legal Framework**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Educations Regulations 2014
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- NSPCC (2019) 'Harmful Sexual Behaviour Framework' inc Hackett Continuum
- DfE (2023) 'Keeping Children Safe in Education'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection & Safeguarding Policy
- E-Safety Policy

## Definition of Bullying

Following consultation with staff and pupils, and utilising DfE (2014) and case law (Hansen vs Isle of White Council) definitions as a basis, we have agreed the following definition of bullying at Oakdene, which will be regularly used by both staff and children.

**'Words or actions by an individual or group, usually repeated over time, that can intentionally hurt another individual or group either physically or emotionally.'**

Bullying is, therefore:

- \* **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
- \* **Intentionally harmful.** The act of bullying intends harm to another individual, although occasionally the distress it causes is not consciously intended by all of those who are present.
- \* **Targeted.** Bullying is generally targeted at a specific individual or group.
- \* **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some cases, an imbalance of power may mean that bullying crosses the threshold into abuse. This would require implementation of safeguarding procedures.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

Due to the nature of bullying, it may also be classed as a **Hate Crime**.

**Hate Crime can be defined as:**

***Behaviour that a victim or any other person thinks was caused by hatred of age, disability, gender identity, race, religion or sexual orientation.***

**A victim of Hate Crime does not have to be a member of a minority or someone who is generally considered to be vulnerable.** For example, a person who is the friend of someone from a different ethnic group, a different sexual orientation or a disabled person may be targeted because of their association.

Hate Crime can be actual or perceived and can include:

- \* Verbal abuse, threats, insults, nuisance telephone calls, name-calling.
- \* Physical assaults and violence, anything from pushing to serious attack.
- \* Property damage - graffiti, vandalism, theft, damage to vehicles, arson.
- \* Publishing and circulating materials such as leaflets that may incite Hate Crime.
- \* Hate Crime attacks can be a combination of the above. For example, bullying at school or within the workplace may consist of name-calling and physical abuse.

## Types of Bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Incidents can relate to the following categories:

- **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
- **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Within those categories, bullying can be acted out verbally, physically, emotionally and online (cyber). This can include the following behaviours:

- Name-calling
- Taunting
- Mocking
- Making offensive comments
- Kicking
- Hitting
- Pushing
- Taking belongings
- Inappropriate text messaging and emailing
- Sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping
- Excluding people from groups
- Spreading hurtful and untruthful rumours

It is important to remember that **not all aggressive behaviour is bullying**. Some children, especially very young children, without the intention or awareness that it causes distress, may exhibit behaviour which appears to be bullying. **This type of behaviour is taken seriously by the school and will be addressed through the school's behaviour policy.** Adults in school and parents need to be clear about the distinction between bullying and isolated acts of aggression.

## Signs and Symptoms of Bullying

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

- \* Is frightened of walking to or from school.
- \* Begs to be driven to school.
- \* Changes their usual routine.
- \* Is unwilling to go to school (school-phobic).
- \* Begins to truant.
- \* Becomes withdrawn, anxious, or lacking in confidence.
- \* Starts stammering.
- \* Attempts or threatens suicide or runs away.
- \* Cries themselves to sleep at night or has nightmares.
- \* Feels ill in the morning.
- \* Begins to do poorly in schoolwork.
- \* Comes home with clothes torn or books damaged.
- \* Has possessions that are damaged or "go missing".
- \* Asks for money or starts stealing money (to pay bully).
- \* Has dinner or other monies continually "lost".
- \* Has unexplained cuts or bruises.
- \* Comes home starving (money/lunch has been stolen).
- \* Becomes aggressive, disruptive or unreasonable.
- \* Is bullying other children or siblings.
- \* Lack of appetite
- \* Is frightened to say what's wrong.
- \* Gives improbable excuses for any of the above.
- \* Lack of willingness to use the internet or mobile phone.
- \* Is nervous and jumpy when a cyber message is received.
- \* Will not allow Parents access to mobile phone

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Pupils who display a significant number of these signs should be approached by a member of staff to determine the underlying issues, whether they are due to bullying or other issues. All children at Oakdene should know that there is a trusted adult who they can go to to voice their concerns.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

Transition can precipitate problems, which, without early intervention, can lead to disaffection or vulnerability. For example, transition between home and School; School to School; return to School after illness, living abroad; EAL Children; Children who have attended a number of Schools.

## Roles and Responsibilities

The **Governing Board** is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- The **named governor for Safeguarding and child protection** is Mrs C. Oldham.

The **Deputy Head Teacher**, Mr M. Weston, is the strategic lead for behaviour, anti-bullying and child protection (and Designated Safeguarding Lead), working alongside the **Head Teacher** Ms L. Young (Deputy Safeguarding Lead). The Deputy Head Teacher and Head Teacher are responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Ensuring a record is kept on CPOMS of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data on CPOMS annually to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

**Key Stage Leaders** - Miss A-M. Scott KS2 & Mrs C. Hughes KS1 (Deputy Safeguarding Lead) - are responsible for:

- Corresponding and meeting with parents where necessary
- Providing a point of contact for pupils and parents when more serious bullying incidents occur

As **PSHE Subject Leader**, Miss L. Newton will lead on Anti-Bullying processes and links to Anti-Bullying within the PSHE curriculum.

The **Pastoral Lead** - Mrs A. Green (Deputy Safeguarding Lead) - is responsible for offering emotional support to victims of bullying.

**Teachers and Learning Assistants** are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying, especially when pupils say that they are their second adult.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

- Keeping records of isolated incidents on CPOMS, which may then be included in a bank of evidence for situations that may potentially be classed as bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

**Parents** are responsible for:

- Informing their child's class teacher or key stage leader if they have any concerns that their child is the victim of bullying or involving in bullying in anyway, including potential incidents of cyber-bullying taking place outside school.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

**Pupils** are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

### **Pro-Active School Measures for the Prevention of Bullying, including Cyberbullying, prejudice-based and Discriminatory Bullying**

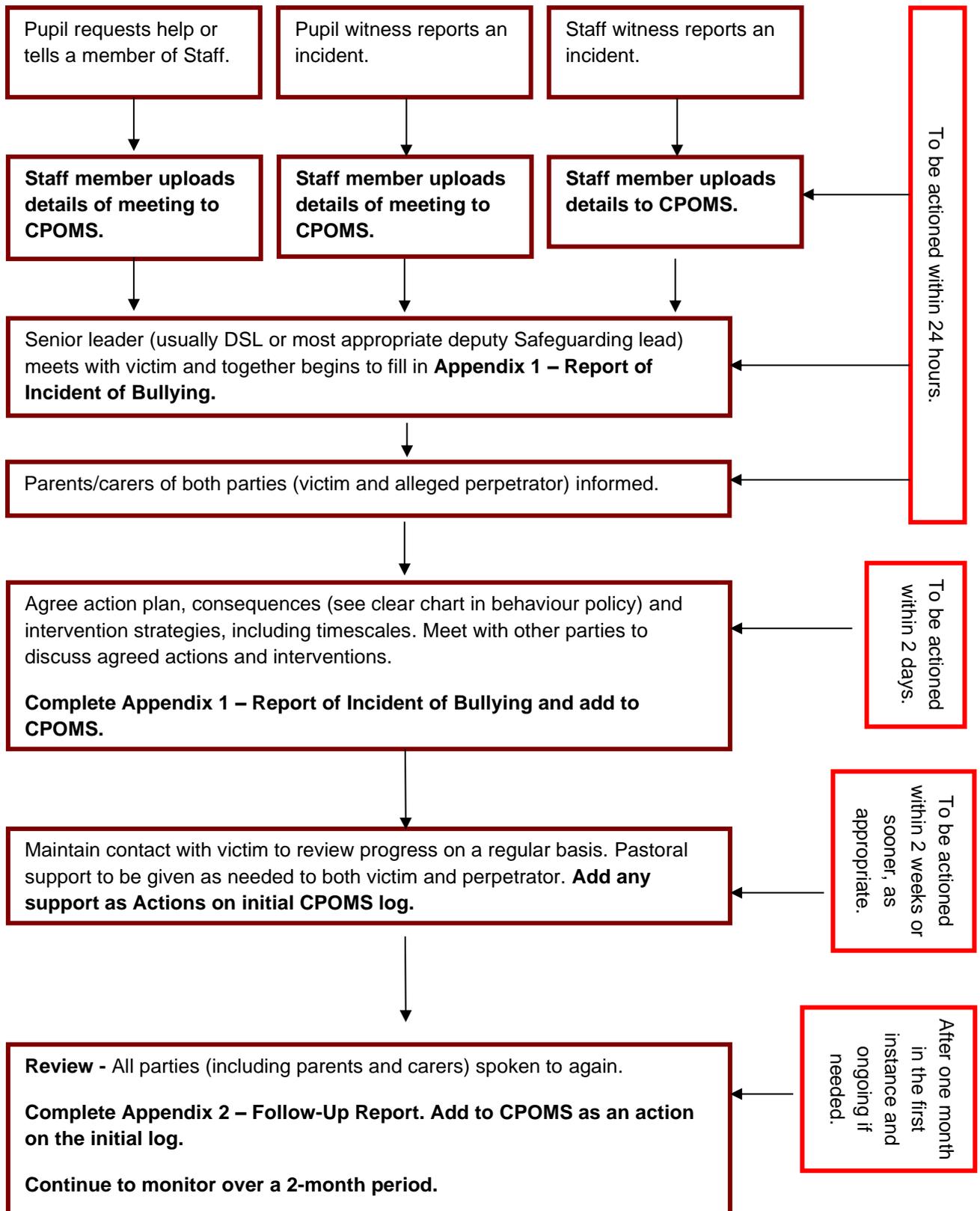
At Oakdene, we aim to promote a school climate where bullying is not tolerated and cannot flourish.

- Our school values are at the heart of our school and are considered in all aspects of school life. These values include Friendship and Respect. Assemblies and class work regularly link to these values.
- Awards are given out to children who demonstrate these positive values and are role models to others
- Anti-Bullying week is marked in school annually with assemblies and activities, and referred to regularly.
- Bespoke school songs written by Mr Weston are discussed, rehearsed and performed regularly by children around our school values, including Friendship, Respect and an anti-bullying song 'One Kind Word'.
- Curriculum opportunities include, for example, anti-bullying in PSHE, e-Safety work in Computing, and work on equality in History (linking to prejudicial or discriminatory bullying).
- A robust curriculum of e-Safety is in place, where every year group has focused and up-to-date digital literacy units looking at all aspects of e-Safety including Cyberbullying through the Knowsley Computing Scheme of Work.
- Zones of Regulation is used across school to help pupils moderate and understand their feelings.
- Each class has a Worry Box, Worry Monster or similar that enables pupils to voice concerns to adults in school if they do not wish to speak directly.
- A growth mindset approach is evident and consistent across the whole school.
- Staff are aware of modelling positive relationships.
- Pupil voice is heard regularly through school on a number of issues, helping children to feel some ownership of school decisions. This is conducted by both staff and governors.

- The Pastoral lead is in regular contact with and does additional support work with some of our more vulnerable children.
- Isolated incidents that have caused children to receive Reflection time (see Behaviour Policy) are logged on CPOMS and checked regularly by school senior leaders and reports made to governors.
- Children are encouraged to tell trusted staff members at all times when instances of inappropriate behaviour are occurring. There is a 2<sup>nd</sup> adult rule that children are aware of to ensure staff are always listening.
- CPOMS is used by staff to log all behaviour incidents at level 2 and above (see clear chart on Behaviour policy), ensuring a trail of evidence when potential bullying incidents or accusations of bullying may take place.
- Seating plans are organised and altered in a way that ensures children feel safe and happy in school.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example singing clubs, sports teams, productions, PGL residential.
- All members of the school are made aware of this policy and their responsibilities in relation to it.
- Safe places are provided outside classrooms for pupils who may need them.
- Older children spend time with younger children in a 'buddy' system to promote respectful behaviour.
- Junior School Leader are chosen as role models to set an example to other pupils. Other ambassador roles (e.g. playleaders, reading ambassadors) also give pupils responsibility as part of our school community.
- Citizenship awards at bronze, silver, gold and platinum levels are earned by our junior children
- Staff members receive cascaded training on different types of bullying and abuse from Safeguarding leads
- We are alert to, and will address, any mental health and wellbeing issues amongst pupils and staff, as these can be a cause of bullying behaviour.
- We ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

## Responding to Bullying Concerns

The following steps will be taken when dealing with any incidents of bullying reported to the school:



## **Child on Child Abuse Allegations Procedure**

1. First Response Risk Assessment must take place – Listening to the victim and assessing any immediate danger/threats. Immediately notify Designated or Deputy Safeguarding Leaders. Assess in line with Hackett Continuum (see Appendix 3) and St Helens ERASE tool.
2. If victim and alleged perpetrator are together separate at this point to enable further investigation and reduce risks. For reports of sexual violence and harassment whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim.
3. Decision made as to whether the alleged incident needs referring to police.
4. Completion of report form recording child on child abuse incident (See appendix 4). This must be uploaded to CPOMS by the person completing the report and passed immediately to the Designated or Deputy Safeguarding Leader(s).
5. Complete risk assessment if the alleged incident is related to 'Child on Child Abuse'. (See Child on child Abuse Risk Assessment Appendix 5) by Designated or Deputy Safeguarding Leader.

## **Cyber Bullying**

Cyberbullying is a form of bullying and, as such, schools should be equipped to deal with cases through existing anti-bullying and behaviour policies and procedures. However, schools should recognise the ways in which cyberbullying differs from other forms of bullying, in terms of the size of the audience and location in which it occurs. Cyberbullying will have an impact on the education, health and wellbeing of the person being bullied. Schools have broad powers to discipline and regulate the behaviour of pupils, even when they are off the school site – these are set out in the Education and Inspections Act 2011.

It is, however, important to recognise that technology is integral to the lives of young people and that education and discussion around responsible use and e-safety is key to helping them deal confidently with any problems that arise, whether in or out of school.

At Oakdene, we aim to ensure that cyber bullying does not take place and if anything occurs using the computers then this is reported to school staff at the earliest opportunity and dealt with following the procedures as for bullying. Further details on the pro-active measures we take with regards to e-Safety can be found in the e-Safety Policy.

The Computing subject leader (Mr M Weston) undertakes regular training on Computing which includes learning about new technologies. This information is relayed to staff at regular intervals in e-Safety inset training, or via email if more urgent.

We appreciate that cyber-bullying may take place outside of school and may be reported to school staff. We will do everything we can to support the child who is being bullied but parents must appreciate that we are in a very difficult position where this incident has occurred outside of school. We will inform parents if any issues arise and signpost them to further information and support. If the issues are having an effect on the Child's learning and happiness in School we will discuss the situation with the children involved if they attend Oakdene.

## **Bullying outside school**

The Senior Leadership Team has the power to respond to bullying behaviour involving pupils whilst out of the school grounds; be it on a school organised trip or school organised community activity. Conduct that threatens the health and safety of pupils, staff or members of the community will not be tolerated. The Senior Leadership Team will consider the evidence available and if the claim is proven will impose sanctions in line with the school's positive behaviour management policy. In serious cases where an offence may have been committed staff may also contact the local police, following procedures outlined in this policy.

## **Useful Links and Supporting Organisations**

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Internet Safety (UKCIS): [www.gov.uk/government/organisations/uk-council-for-internet-safety](http://www.gov.uk/government/organisations/uk-council-for-internet-safety)
- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## Race, Religion and Nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## LGBTQ+

- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): [www.childnet.com/our-projects/project-deshame](http://www.childnet.com/our-projects/project-deshame)



## Oakdene Primary School



### Appendix 1 – Report of Incident of Bullying

**Child's Name:**

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**Date of Record:** \_\_\_\_\_

**Name(s) of alleged Bully or Bullies:**

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**Name(s) of other children who may be victims of the Bully/Bullies:**

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**Places where the alleged bullying has taken place:**

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**Nature of the incidents:**

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**Action Taken:**

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**Person Making Report:**

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**Date of follow up meeting:** \_\_\_\_\_

**Parents/Carers informed:** \_\_\_\_\_ **date:** \_\_\_\_\_

**Time:** \_\_\_\_\_



## Oakdene Primary School



### Appendix 2 – Follow-up Report

**Child's Name:**

\_\_\_\_\_

**Date of Record:** \_\_\_\_\_

**Name(s) of alleged Bully or Bullies:**

\_\_\_\_\_  
\_\_\_\_\_

**Name(s) of other children who may be victims of the Bully/Bullies:**

\_\_\_\_\_  
\_\_\_\_\_

**Has action been successful?**

\_\_\_\_\_  
\_\_\_\_\_

**Is further monitoring needed?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**If so when, what and how?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Person Making Report:**

\_\_\_\_\_

**Parents/Carers informed** \_\_\_\_\_ **date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

## Appendix 3 - Hackett Continuum (2010) for Judging Range of Sexual Behaviours

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### A continuum of behaviours

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin, Letourneau and Silovsky (2002, p208) suggest a child's sexual behaviour should be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation, or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers.

Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> <li>• Developmentally expected</li> <li>• Socially acceptable</li> <li>• Consensual, mutual, reciprocal</li> <li>• Shared decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Single instances of inappropriate sexual behaviour</li> <li>• Socially acceptable behaviour within peer group</li> <li>• Context for behaviour may be inappropriate</li> <li>• Generally consensual and reciprocal</li> </ul>	<ul style="list-style-type: none"> <li>• Problematic and concerning behaviours</li> <li>• Developmentally unusual and socially unexpected</li> <li>• No overt elements of victimisation</li> <li>• Consent issues may be unclear</li> <li>• May lack reciprocity or equal power</li> <li>• May include levels of compulsivity</li> </ul>	<ul style="list-style-type: none"> <li>• Victimising intent or outcome</li> <li>• Includes misuse of power</li> <li>• Coercion and force to ensure victim compliance</li> <li>• Intrusive</li> <li>• Informed consent lacking, or not able to be freely given by victim</li> <li>• May include elements of expressive violence</li> </ul>	<ul style="list-style-type: none"> <li>• Physically violent sexual abuse</li> <li>• Highly intrusive</li> <li>• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator</li> <li>• Sadism</li> </ul>

1

Responses

2

Prevention

3

Assessment

4

Interventions

5

Developments



## **Report of Child on Child Abuse Allegation**

**Person/child making initial allegation:**

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**Child's Name(s) Victim(s) of alleged abuse:**

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**Date of Record:** \_\_\_\_\_

**Name(s) of alleged Perpetrator or Perpetrators:**

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**Name(s) of other children who may be victims of the Perpetrator/Perpetrators:**

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**Places where the alleged incident has taken place:**

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**Nature of the incidents:**

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**Action Taken:**

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**Person Making Report:**

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**Oakdene Primary School**  
**Child on Child Abuse Risk Assessment – Appendix 5- Master**



<b>Victim</b>		
<b>Alleged Perpetrator</b>		
<b>Context of allegation</b>		
<b>Risk Assessment completed by:</b>		
<b>Date:</b>		
<b>Hazards/ Risk Factors</b>	<b>Actions to reduce risks</b>	<b>Date implemented</b>
Risks to other pupils and staff in response to allegation -violence -verbally abusive -distressed and upset -mental health affected -isolation		
Environment and location in which victim and perpetrator are situated normally in close proximity.		
Further risk of interactions verbal or physical.		
Emotional well-being affected		



<b><u>Child on Child Abuse Risk Assessment – Example Risk Assessment</u></b>		
<b>Victim</b>		
<b>Alleged Perpetrator</b>		
<b>Context of allegation</b>		
<b>Risk Assessment completed by:</b>		
<b>Date:</b>		
<b>Hazards/ Risk Factors</b>	<b>Actions to reduce risks</b>	<b>Date implemented</b>
<b>Risks to other pupils and staff in response to allegation</b> -violence -verbally abusive -distressed and upset -mental health affected -isolation	<ul style="list-style-type: none"> <li>- Two members of staff where possible present to support and assist with reactions.</li> <li>- Staff Team Teach trained in dealing with any de-escalation and at a last resort applying positive handling if required.</li> <li>- Staff listen and support</li> <li>- Referral to CAMHS if required</li> <li>- Pastoral Lead support in follow up actions to support emotional well-being</li> </ul>	
<b>Environment and location in which victim and perpetrator are situated normally in close proximity.</b>	<ul style="list-style-type: none"> <li>- Perpetrator and victim separated.</li> <li>- Comfortable location within school provided where both victim and perpetrator feel safe and listened to.</li> <li>- Locations ensure no contact between victim and perpetrator during investigation process.</li> <li>- Appropriate arrangements made after investigation to ensure both victim and perpetrator are supported.</li> <li>- Clear communication with both victim and perpetrator about procedure</li> </ul>	
<b>Further risk of interactions verbal or physical.</b>	<ul style="list-style-type: none"> <li>- Perpetrator and victim separated.</li> <li>- Comfortable location within school provided where both victim and perpetrator feel safe and listened to.</li> </ul>	
<b>Emotional well-being affected</b>	<ul style="list-style-type: none"> <li>- Pastoral support within school</li> <li>- Voice of the child</li> <li>- Counselling referral and sessions provided</li> <li>- CAMHS referral if required</li> </ul>	