



Alde Valley Academy

Aspire and Achieve. Lead with Kindness. Stronger Together.

Anti-Bullying and Child On Child Abuse Policy

Policy Type:	Non-Statutory
Version:	1.0
Author:	A Moscovici
Approved By / On:	Headteacher / July 2025
Release Date:	September 2026
Next Review Date:	July 2027

Contents

1. Introduction and Aims ... 4 2. Defining Bullying and Child-on-Child Abuse**Error! Bookmark not defined.**

3. Alde Valley Academy’s Strategy 5

4. Approach to Incidents of Bullying and Child-on-Child Abuse..... 6

5.Links with Other Policies ... 10

6.Appendix 1 ... 11

Introduction and Aims

This policy applies to all members of the Alde Valley Academy community (including staff, students, parents/carers and any visitors) and has the Academy's values at the centre of its aims and procedures. The Alde Valley Academy values are "lead with kindness", "stronger together", and "aspire and achieve".

Lead with Kindness

Alde Valley Academy will create a culture and environment where high standards of behaviour, equal treatment and respect for others is the norm. The aim of this policy is to ensure all students can learn in a supportive, safe and caring environment without fear of being bullied or abused by their peers.

Stronger Together

Alde Valley Academy will support all children and families impacted by the negative implications of bullying. Through our rigorous child-on-child abuse routines and practices, we will support both victims and perpetrators to overcome the challenges of abuse so as to safeguard them now and into adulthood.

Aspire and Achieve

Alde Valley Academy will never be complacent. Staff will never view our practices as perfect, and will endlessly aspire to an even better culture of safety and dignity on a daily basis. All staff will recognise our strengths in handling bullying while simultaneously seeking out with proactivity and enthusiasm opportunities to develop and grow our culture even further.

We believe that:

- All pupils have the right to be educated in a safe and secure environment protected from others who may wish to harm, degrade or abuse them.
- There is no justification whatsoever for bullying/child-on-child abuse and it should not be tolerated in any form whether it affects our pupils while they are on academy premises or in their lives outside.
- Bullying/child-on-child abuse may indicate that both the victim and the perpetrator have challenges that should be addressed in positive and constructive ways.
- Perpetrators of child-on-child abuse are often at risk. Young people are likely to perpetrate abuse owing to their own unique struggles and difficulties.
- Effective management and prevention of bullying and child-on-child abuse is a shared responsibility of everyone in the school community including students, staff, parents, carers, and site visitors.

Young people do fall out and friendship groups change, and the school cannot be held responsible for this. Neither can it be held responsible for families that come into conflict with each other.

Bullying, child-on-child abuse, harassment, victimisation or discrimination will never be tolerated. We treat all our pupils and their parents/carers fairly and with consideration, and we expect them to reciprocate towards each other, the staff and the academy. Any kind of bullying/child-on-child abuse is unacceptable and directly contravenes the school's core values.

1. Defining Bullying and Child on Child Abuse

a. Child-on-Child Abuse

Children can abuse other children. Child-on-child abuse is most likely to include, but may not be limited to:

- i. bullying (including cyberbullying, prejudice-based and discriminatory bullying); ii. abuse in intimate personal relationships between peers;
 - iii. 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);
- iv. 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);
- v. sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
 - vi. 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;
 - vii. consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery);
 - viii. 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
 - ix. initiation/hazing 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). Keeping Children Safe in Education, 2024
- x. use of generative artificial intelligence to create sexualised or otherwise threatening images/text/audio without consent of the subject

b. Bullying

Bullying can be defined as:

"A deliberately hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power, or use of intimidation and can affect an individual or a group." (<https://www.suffolk.gov.uk>) There are different forms of bullying:

- ❑ **Physical** – any form of physical violence pushing, hitting, punching, kicking or intimidating behaviour, plus also theft or intentional damage to possessions.
- ❑ **Verbal** - yelling abuse at another, name-calling, teasing, insulting someone, using verbal threats.
- ❑ **Emotional/psychological** - spreading rumours, tormenting, social exclusion, disclosing another's secrets to someone else.

- **Cyberbullying** - when a person or a group of people uses the internet, artificial intelligence, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else. You can report any online abuse through the [Child Exploitation and Online Protection Centre \(CEOP\) website](https://child-exploitation-centre.org.uk/).

Cyberbullying can be different to other forms of bullying in that:

- It can be 24/7 and invade home/ personal space
- The audience can be large and reached rapidly
- The cyber-bully can attempt to remain anonymous
- The offensive message can be repeatedly accessed by the victim

<https://suffolksp.org.uk/parents-and-carers/bullying/>

Children and young people may be bullied or abused for any reason, but some include:

Racist: Bullying based on skin colour, religion, ethnicity or language.

Homophobic/Transphobic: Discrimination due to somebody's sexuality and/or gender identity.

Sexual: Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or intimidation.

Disability: The bullying of children who have special educational needs and/or disabilities.

'Differences': Bullying based on other reasons such as the way someone looks or dresses, hobbies and interests, family set up or social behaviour. It might be motivated by 'actual' differences between children, or 'perceived' differences.

Nobody within the school community should suffer bullying or abuse as a consequence of protected characteristics in accordance with the Equalities Act 2010 - please refer to the Equalities and Diversity policy for further details.

2. Alde Valley Academy's Strategy

All staff and adults on site should be aware that children can abuse/bully other children and they have an important role in preventing it. This can happen inside and outside of the academy and staff should be aware that even if there are no reports of child-on-child abuse/bullying, it does not mean it isn't happening. Staff should be able to recognise signs and indicators of child on child abuse and be aware that although it is not always the case, girls are more likely to be victims, and boys' perpetrators.

Keeping Children Safe in Education, 2024.

For this policy to be effective, bullying must be prevented in the first instance and this requires Alde Valley Academy to be proactive in prevention and awareness-raising, alert continually to risks and the incidence of bullying. Staff receive regular training and updates around child-on-child abuse/bullying. All new staff receive a safeguarding induction which provides up-to-date training on child-on-child abuse and bullying.

At Alde Valley Academy, we have procedures in place to minimise the risk of child-on-child abuse/bullying. The list is not exhaustive and some examples include:

- PSHE lessons and form time activities around child-on-child abuse and bullying
- Assemblies around child-on-child abuse and bullying
- Links in various curriculum areas
- Pastoral team with non-teaching colleagues
- Open toilet areas
- High staff presence during break times and lesson changeovers

Child-on-child abuse will never be dismissed as ‘banter’, ‘having a laugh’, ‘boys being boys’ or ‘it’s just part of growing up’. Dismissing such behaviours risks normalising them.

3. Approach to incidents of Bullying and Child-on-Child Abuse

All staff should challenge inappropriate behaviour and use the academy’s reporting system (Child Protection Online Management System - CPOMS) to alert the Designated Safeguarding Lead (DSL) of any concerns no matter how small. Staff may witness this unacceptable behaviour, but students are also encouraged to report any concerns. This is promoted widely throughout the school through our pastoral system (Form Tutors, Pastoral Managers and Heads of Year), displays, assemblies, PSHE lessons and whole-school themes. Students with additional SEN are further supported by the SEND team. Children known to social care are further supported by the Deputy DSL and Pastoral Manager for Vulnerable Children.

All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse/bullying, nor should they be made to feel ashamed.

The matter will be investigated and will not be tolerated. Discussions will be held with the victim, parents/carers and any witnesses of the abuse/bullying where appropriate. This will help to form the bigger picture and ascertain the unacceptable behaviours which have taken place. In some instances, it may be more effective and prudent for investigations to happen on the next school day. However, all reports of bullying and abuse will be investigated as an absolute priority.

It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. This support will be tailored to each individual need and will be implemented through discussions with the victim and parents/carers to ascertain their wishes. Staff will be made aware of how the victim needs to be supported and the Head of Year will oversee this support for the majority of cases. External support is widely advertised around the academy and pupils can seek support from Childline on 0800 1111 or Kooth.com if they need further support.

Relevant sanctions will be put into place for the perpetrator as well as further education and support around the impact of their behaviour. Sanctions are at the school's discretion. Owing to the perpetrator's right to privacy and data protection, the Academy will not share the details of sanctions with the victim nor their parents/carers. Referrals to external agencies (e.g. Diversion through the Youth Justice Service) may be deemed necessary to support with this, as well as a report to the police for any criminal activity which has taken place. Each case will be treated independently to ensure appropriate actions are taken and parents/carers will be informed as appropriate.

Where a relevant party is dissatisfied with the Academy's response to a report of bullying/child-on-child abuse, we welcome positive discussion with parents/carers to seek a mutually beneficial resolution. In such instances, parents/carers should liaise with their child's Head of Year in the first instance. This can be internally escalated to the Senior Leadership Team should no resolution be reached. Once these avenues are exhausted, parents/carers will be directed to the complaints procedure.

Once the sanctions have been implemented, discussions will be held with the victim to ensure this abuse has not continued. If this has, the sanctions for the perpetrator will be escalated in line with the school's student discipline policy.

Alde Valley Academy's Child-on-Child Abuse procedure is summarised below.

1. Initial disclosure
2. Investigation
3. Discussion with victim
4. Parents/carers of victim informed
5. Discussion with perpetrator
6. Parents/carer of perpetrator informed
7. Sanction imposed
8. Support and check-in for victim
9. Support and check-in for perpetrator
10. Staff continue to monitor

These steps may not always be followed in this exact order given that all cases of child-onchild abuse are unique and require bespoke interventions. However, all steps in this procedure will be followed and overseen by the Head of Year or DSL as appropriate. All child-on-child abuse actions and cases will be centrally logged and monitored by the DSL with special attention paid to recidivist cases. See **appendix 1** for more detailed information.

4. Links with other policies

This policy should be read in line with a number of academy policies available on the website. As detailed above there is a recommended response to all reported incidents. Each case/incident will be dealt with on an individual basis and policies which will be used to determine an appropriate approach are:

- Safeguarding and Child Protection
- Online Safety
- Student Discipline
- Student Discipline, Suspension and Exclusions
- Equality and Diversity

Appendix 1

**Response to Child on Child Abuse/Bullying reports – Reports to be logged on CPOMS.
Recommended response:**

