



THE BISHOPS' BLUE COAT CHURCH OF ENGLAND HIGH SCHOOL

Dignity and Respect Anti-Bullying Policy

All of the policies that shape our lives and daily practice at Bishops` are informed by our Christian vision and values: to know, nurture and inspire our students to be the best version of themselves, so that they can live 'life in all its fullness' (John 10: 10)

Is this Policy Statutory?	Yes
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Committee	Students

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1. Statement of Intent

Our vision statement states that: The Bishops' Blue Coat Church of England High School is an exciting place to be. We know, nurture and inspire our community to be the best version of themselves through a better understanding of the Christian faith, and a rich set of opportunities that support and challenge our learners, so they are equipped to succeed. Through their engagement in society at Bishops' and beyond, students make a positive difference through their wise action and a sense of responsibility. Our students' initiative, drive and resilience will enable them to flourish and live 'life in all its fullness.' (John 10:10).

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. We promote tolerance, cooperation and understanding that a school community will have diversity amongst all its members. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Valuing all of Gods' Children 2019 states: Church of England schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.

This policy outlines how instances of child-on-child abuse, including bullying, are challenged, supported and reported. We are committed to removing any factor that might represent a hindrance to a child's fulfilment.

How can *Valuing All God's Children* be seen through the lens of the *Church of England Vision for Education*?



2. Aims and Purpose of the Policy

- To ensure a secure, happy environment free from threat, harassment, discrimination or any type of child-on-child abuse.
- To create a culture where all members of the school community are treated with dignity and respect and to foster a culture where child-on-child abuse is never accepted or normalised and where all members of the community know how to report and access support.
- To ensure consistent approaches to challenging, supporting and reporting all incidents of child-on-child abuse.
- To inform students and parents of expectations and work in partnership to maintain a happy, safe and inclusive environment where all can flourish.

3. Legal Framework and Guidance

This policy has due regard to:

- Education and Inspections Act 2006, Equality Act 2010, 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, Domestic Abuse Act 2021.

This policy is written in accordance with and should be read alongside:

- Keeping Children Safe in Education (KCSIE) 2025, including Part Five: Child-on-child sexual violence and sexual harassment.
- Working Together to Safeguard Children (2023).
- UKCIS 'Sharing nudes and semi-nudes: advice for education settings' (updated March 2024).
- DfE 'Searching, screening and confiscation' (July 2022).
- DfE 'Behaviour in schools' (February 2024) and 'School suspensions and permanent exclusions' (August 2024).
- CWAC Safeguarding Children Partnership (SCP) procedures.
- Flourishing for All: Anti-Bullying Guidance for Church of England Schools September 2024 (amended April 2025)

4. Related School Policies

Behaviour for Learning; E-Safety/Online Safety; Safeguarding/Child Protection; Equality, Diversity and Inclusion; Health and Safety; ICT Acceptable Use; Staff Code of Conduct; Data Protection; Drug and Substance Misuse Policy; Security Policy; Data Protection Policy

5. Roles and Responsibilities

The Governing Body: evaluates and reviews this policy, ensures inclusivity and analyses safeguarding reports to identify patterns.

The Headteacher/DSL: ensures effective systems for reporting, recording and analysing child-on-child abuse; arranges appropriate training; analyses data monthly; oversees filtering and monitoring and information sharing and retains safeguarding responsibility for students in alternative provision placements.

Pastoral Support Officers/Year Leaders: investigate, record (CPOMS) and monitor incidents and liaise with staff, students and parents to address any issues that arise in a timely manner.

The SENCO/SEND Team: work alongside the pastoral team to support investigations and ongoing plans for SEND students; allocate key workers as needed and correspond and meet with relevant staff, students and parents where necessary.

Teachers/Form Tutors: remain alert to social dynamics; respond to disclosures; provide follow-up support; avoid stereotyping/unconscious bias and know how to report and record and do so in a timely manner.

Parents/Carers: report to their child's Form Tutor, Pastoral Support Officer or Year Leader if they have any concerns that their child is a victim of, or involved in, child-on-child abuse in any way. They should also monitor changes in their child's behaviour/attitude and inform the relevant staff members.

Students: report concerns to a trusted adult if they suspect child-on-child abuse; walk away from dangerous situations and avoid involving other students in incidents. They should also keep evidence where relevant.

6. Definitions and Scope of Child-on-Child Abuse

Child-on-child abuse can occur inside and outside school and online. It includes (not limited to): bullying (including prejudice-based/discriminatory and cyber), domestic abuse in peer relationships, physical abuse, sexual violence and sexual harassment, non-consensual sharing of nudes and semi-nudes, causing someone to engage in sexual activity, upskirting, initiation/hazing, exploitation in groups and gangs and harmful sexual behaviour.

For the purposes of this policy we, in places, use the term 'victim'. It is a widely recognised and understood term. It is important that we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. For the purpose of this advice, we, in places, use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'.

Bullying

Bullying is behaviour by an individual or group, usually repeated over time, intended to verbally, physically or emotionally harm another. It is characterised by repetition, intent, targeting and a real or perceived power imbalance.

Online risks are addressed using the '4Cs' framework: content, contact, conduct, commerce. We recognise risks including pornography; racism; misogyny; self-harm/suicide content;

radicalisation/extremism; misinformation/disinformation; and financial scams/phishing. Our approach covers school, home and community settings.

Cyberbullying

Cyberbullying: involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos. Cyberbullying may take place inside school, within the wider community, at home or travelling. It can draw bystanders into being accessories. It includes threats and intimidation; harassment or 'cyberstalking'; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images and manipulation.

Cyberbullying may be carried out in many ways including the following:

- Threatening, intimidating, or upsetting text messages
- Threatening or embarrassing pictures and video clips via mobile phone cameras
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Intimidating or hurtful responses to someone in a chatroom
- Unpleasant messages sent during instant messaging
- Unpleasant or untrue information posted to blogs, personal websites and social networking sites (e.g. Facebook)

In accordance with the Education Act 2011, the school has the right to examine and delete files from students' personal devices, e.g. mobile phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In some cases where evidence involves personal photos, the Safeguarding Team may decide that the device is handed directly to the police to examine contents.

If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, the Safeguarding Team will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

Prejudice-Based Incidents

One-off incidents motivated by prejudice towards a protected characteristic/minority group are taken seriously and are recorded and monitored and patterns will inform targeted interventions. These include:

- **Racist and Religious Bullying:** behaviour that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
- **Sexual, Sexist and Transphobic Bullying:** any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls.
- **Homophobic Bullying:** targeting someone because of their sexual orientation (or perceived sexual orientation).
- **Disablist Bullying:** targeting a young person solely based on their disability, this can include manipulative bullying.
- **Vulnerable students:** including but not limited to, students with SEND, students who are adopted, students suffering from a health problem, and students with caring responsibilities.

Domestic Abuse (peer relationships)

Behaviour is 'domestic abuse' where both are aged 16+ and personally connected and the behaviour is abusive (physical, sexual, violent/threatening, controlling/coercive, economic, psychological/emotional). We participate in Operation Encompass to ensure timely support following police-attended incidents.

Physical Abuse

Includes hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm. A single incident may constitute abuse.

Sexual Violence and Sexual Harassment (Part Five KCSIE)

There is zero tolerance towards such behaviour, and it is never 'banter' or 'part of growing up'. It may occur online/offline and on a continuum. All alleged victims are taken seriously, supported and kept safe; alleged perpetrators are supported appropriately; decisions are case-by-case with the DSL leading and engaging children's social care and police as required.

Sexual violence is offences under the Sexual Offences Act 2003 (rape; assault by penetration; sexual assault; causing someone to engage in sexual activity without consent). **Consent** means having the freedom and capacity to choose; consent can be withdrawn.

Sexual harassment is unwanted conduct of a sexual nature that violates dignity and/or creates a hostile, degrading or sexualised environment; includes sexual comments / jokes; interference with clothing and online sexual harassment.

Harmful sexual behaviour is developmentally inappropriate sexual behaviour that may harm self/others and can be online or in person. A younger child can abuse an older child where power imbalances exist. Addressing early inappropriate behaviour can prevent escalation.

AI-generated images ('deepfakes'): The school treats digitally altered or AI-generated intimate images as sexual harassment/abuse where appropriate and will respond in line with this policy and UKCIS guidance.

Sharing Nudes and Semi-Nudes (UKCIS)

'Sharing nudes and semi-nudes' includes the creation, sharing or possession of nude/semi-nude images or videos by under-18s, including images generated using AI. Staff **must not** view imagery. Secure the device, follow the UKCIS decision tree, record on CPOMS, and consider IWF 'Report Remove'. If child sexual abuse images are suspected, cease examination and liaise with police/DSL immediately.

Youth Produced Sexual Imagery

- **'Youth produced'** includes young people sharing images that they, or another young person, have created of themselves.
- **'Sexual'** is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- **'Imagery'** covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

The types of incidents which this covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

As set out in [UKCIS Sharing Nudes and Semi-nudes: Advice for Education Settings Working with Children and Young People](#) (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;

Upskirting

Taking a picture under a person's clothing without permission with the intention of viewing genitals/buttocks for gratification or to humiliate/alarm is a criminal offence under the Voyeurism (Offences) Act 2019.

Initiation/Hazing/Child Exploitation in Gangs and Groups

Children can be exploited sexually and/or criminally in gangs/groups, including harmful initiation rituals, status-seeking, punishment and online coordination.

7. Child-on-Child Abuse Outside School (Contextual Safeguarding)

We recognise significant harm can occur in extra-familial contexts. Staff, students and parents should remain vigilant and report concerns arising outside school. The Headteacher has a specific

statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate students' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member. The school has the power to discipline students for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre or online. Where child-on-child abuse outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or child-on-child abuse members of staff can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on a school trip. The Headteacher or Safeguarding Team are responsible for determining whether it is appropriate to notify the police of the action taken against a student.

8. Derogatory / Offensive Language

Derogatory or offensive language can take any of the forms of bullying listed in our definitions. It is not acceptable and will be challenged, recorded and monitored. Patterns inform curriculum and targeted interventions including 'Lessons for Life'. Where appropriate, follow-up sanctions and actions will be taken for any students and staff found using such language as per our Code of Conduct.

9. Reporting and Recording (all staff)

All staff must act immediately when aware of child-on-child abuse (including online). Indicators may include changes in behaviour, attendance or engagement, injuries, missing items, agitation about messages, self-harm etc. Staff should record facts on CPOMS without delay and alert the Pastoral/DSL team. Absence as well as missing from education may indicate safeguarding risk.

10. Investigation and Decision-Making

Pastoral leaders/DSL will listen non-judgementally; capture student voice (statements); seek independent witness viewpoints; liaise with staff/parents as appropriate; establish timelines/patterns; consider safeguarding thresholds; and support the alleged victim and alleged perpetrator. Where criminality is suspected (e.g., violence, threats, hate crime, sexual offences) the DSL will consider police referral. All incidents are recorded on CPOMS.

Some forms of child-on-child abuse are illegal and should be reported to the police. These include violence or assault, theft, repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages, hate crimes. The Safeguarding team will report incidents to the police where, in our professional judgement, school has been or will be unable to secure an appropriate resolution for an incident or sequence of events. Parents and students retain the right to report any incident to the police that they believe should be reported. We will always work closely with the police, taking direction from them where appropriate.

11. Responding to Sexual Violence / Sexual Harm

Response should be immediate, and the child will be reassured and kept safe. They will not be promised confidentiality. The Pastoral team will follow the SMLO model for dealing with such instances as outlined in the Safeguarding Policy. The DSL leads a case-by-case decision supported by children's social care/police where appropriate. An individual risk assessment will be completed for the alleged victim and alleged perpetrator; protective measures may include timetable/seating changes, supervision, neutral classroom separation, safe spaces and agreed contact protocols.

12. Support and Ongoing Monitoring

In all cases of child-on-child abuse support may include mentoring, restorative conversations where appropriate, curriculum adjustments, risk management plans, referrals (counselling, external agencies), and parent / carer meetings. The needs of both the alleged victim and alleged perpetrator are considered. Reviews check that protective arrangements remain suitable.

We use a range of measures to support those affected by child-on-child abuse, including:

- All reported instances of child-on-child abuse being investigated by a member of staff.
- Identifying specific members of staff to support the alleged perpetrator and alleged victims.
- Altering seating plans in a way that prevents instances of child-on-child abuse
- Placing potential victims of bullying in working groups with other students who do not abuse or take advantage of others.
- Ensuring that stereotypes are being challenged by staff and students across the school.
- Providing a safe place, supervised by a staff member, for students to go to during their free time if they feel threatened or wish to be alone. This includes the pastoral hub, SEND.
- Having a member of staff supervising the area, speaking to students to find out the cause of any problems and communicating to relevant staff where necessary.
- Regular meetings with form tutor or pastoral/SEND team for students deemed vulnerable, to ensure any problems can be actioned quickly.
- Having an 'open door' policy for students to discuss child-on-child abuse with form tutors and the pastoral/SEND team, whether they are victims or have witnessed an incident.
- Before a vulnerable student joins the school, a member of the pastoral/SEND team developing a strategy to prevent child-on-child abuse from happening – this includes giving the student a buddy to help integrate them into the school. In extreme cases this might involve input from the Safeguarding Team.
- Being alert to, and addressing, any mental health and wellbeing issues amongst students.

13. Restorative Strategies

The nature of child-on-child abuse means that every incident is different. Pastoral Leaders will use their judgement to select appropriate strategies and actions to resolve an incident. These may include some of the following:

- Immediate action to secure a student's safety

- Positive reinforcement to a victim that disclosure was the right decision
- Empathy
- Speaking to children separately and agreeing future actions and behaviour
- Risk assessments
- Appropriate sanctions
- Restorative conversations
- Offering a mentor
- Informing and / or meeting parents
- Additional supervision or monitoring of a student or students for a period of time.
- Asking relevant staff to monitor the situation and report any further concerns
- Referral to another agency
- Ensuring the needs of the victim are met
- Consideration of and actions to meet the needs of students who have been found to be perpetrators
- Adjustments/alterations to provision

14. Ongoing Support

The school realises that child-on-child abuse may be an indication of underlying mental health issues. Alleged perpetrators may be offered pastoral support sessions, to assist with any underlying mental health or emotional wellbeing issues. Parents are notified and updated as required.

Ongoing monitoring and support for those involved from pastoral teams might include an informal discussion; tutor or year leader improvement reports with targets related to relationships; meeting with parents; review of seating plans; referral to other services, or a 'time out' pass. The alleged victim is encouraged to tell a trusted adult in school if abuse is repeated.

In cases where the effects of child-on-child abuse are so severe that the student cannot successfully reintegrate back into the school, the Headteacher and Safeguarding Team will look to transfer the student to another mainstream school or consider alternatives.

In summary:

Students who have been alleged victims may be supported in some of the following ways:

- Being listened to and reassured
- Having an immediate opportunity to meet with their form tutor, Pastoral/SEND team or other staff member
- Being offered continued support
- Being referred to wider agencies, where appropriate

Students who have been alleged perpetrators may be supported in some of the following ways:

- Being able to discuss what happened
- Being helped to reflect on why they became involved

- Being helped to understand what they did wrong and why they need to change their behaviour
- Receiving a consequence for their actions
- Appropriate assistance from parents
- Being offered pastoral support
- Being referred to wider agencies

15. Confidentiality and Information Sharing

We will engage only those staff/agencies necessary to safeguard and support. We cannot promise confidentiality where a child is at risk. Parents are informed unless this places the child at greater risk. Where a child is at risk of harm / in immediate danger / has been harmed, a referral will be made to i-ART and alleged criminal offences will be shared with police.

16. Key Principles

- All inappropriate or abusive behaviour is challenged
- All staff act - safeguarding is everyone's responsibility
- Victims are taken seriously, reassured, supported and kept safe
- Follow-up support continues for both parties and is reviewed
- Students' privacy is respected; information is shared on a need-to-know basis

17. Websites and Further Support

The following can be found on the student and parent dashboard

- <https://www.bullying.co.uk/>
- <https://anti-bullyingalliance.org.uk/>
- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/>
- <https://www.saferinternet.org.uk/>
- <https://www.nspcc.org.uk/>
- <https://www.ceop.police.uk/Safety-Centre/>

Local safeguarding partners and referral routes:

- Cheshire West & Chester Safeguarding Children Partnership (SCP)
SCP@cheshirewestandchester.gov.uk
- i-ART (office hours) 0300 123 7047
- EDT (out of hours) 01244 977277

18. Appendices

Appendix A – Key Staff and Contacts

Pastoral Team		
Role	Name	Contact email
Year Leader 7	Mr C Fletcher	cfletcher@bishopschester.co.uk
Year Leader 8	Mr M Bowden	mbowden@bishopschester.co.uk
Year Leader 9	Miss Y French	yfrench@bishopschester.co.uk
Year Leader 10	Miss V Chase	vchase@bishopschester.co.uk
Year Leader 11	Miss J Sadler	jsadler@bishopschester.co.uk
Senior Year Leader	Mr P Lucas	plucas@bishopschester.co.uk
Head of Sixth Form and Deputy Designated Safeguarding Lead	Mr A Owen	Aowen@bishopschester.co.uk
Deputy Head of Sixth Form	Mr A Hardman	ahardman@bishopschester.co.uk
Pastoral Support Officer Y7	Mrs R Farnham-Burrows	rfarnham-burrows@bishopschester.co.uk
Pastoral Support Officer Y8	Ms C Broadhurst	cbroadhurst@bishopschester.co.uk
Pastoral Support Officer Y9	Mrs C Abbinnett	cabbinnett@bishopschester.co.uk
Pastoral Support Officer Y10	Mrs L Ardolino-Roberts	lroberts.ardolino@bishopschester.co.uk
Pastoral Support Manager Pastoral Support Y11 Deputy Designated Safeguarding Lead	Mrs L Evans Mrs J Evans	levans@bishopschester.co.uk jevans@bishopschester.co.uk
Attendance Officer	Ms K Ravenscroft	kravenscroft@bishopschester.co.uk
SEND Team		
Role	Name	Contact email
SENCO	Mrs S Greenhalgh	sgreenhalgh@bishopschester.co.uk
R2L Student Support Supervisor	Ms O Fryer	ofryer@bishopschester.co.uk
Head of SEND Support	Mrs A Farnin	afarnin@bishopschester.co.uk
Senior Leadership		
Role	Name	Contact email
Deputy Headteacher Designated Safeguarding Lead	Mr A Carr	acarr@bishopschester.co.uk
Deputy Headteacher	Mrs C Robbins	crobbins@bishopschester.co.uk
Headteacher	Ms H Cairns	hcairns@bishopschester.co.uk
Link Governor for Safeguarding	Rev A Stinson	astinson@bishopschester.co.uk

Details of incident

Date:

Time:

Place:

Details of incident:

Witnesses:

What did you do?

Student signed

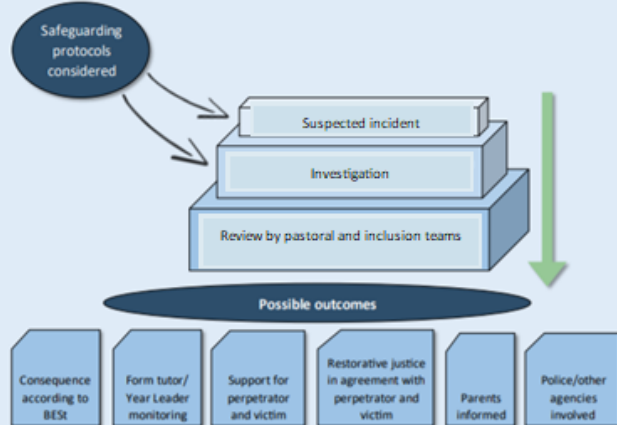
Staff signed with any further details about completion of incident report

“Love your neighbour as yourself.” There is no commandment greater than these.’ Mark 12:30-31

Appendix C – Student-Friendly Guide to Reporting

"I came to give you life in all its fullness."

JOHN 10:10



Support and resources are available on the student dashboard, these include

<https://www.bullying.co.uk/>
<https://anti-bullyingalliance.org.uk/>
<https://www.childline.org.uk/info-advice/bullying-abuse-safety/>
<https://www.saferinternet.org.uk/>
<https://www.nspcc.org.uk/>
<https://www.ceop.police.uk/Safety-Centre/>

Challenge, report, support

It might be hard for you to know if you are being abused and you might not 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 and challenge this, report it to a trusted adult in order for all involved to be supported.

You should **never**:

- Ignore the abuse without reporting it.
- Respond to abuse with violence or aggression.
- Continue to allow people to abuse you.
- Allow the abuse to change who you are.

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

We can all show respect and dignity by working together following *'Love your neighbour as yourself.'* Matthew 22:39. This means that

- We understand how we should treat others how we wish to be treated
- We help others when they are in need.
- We show love and are kind, friendly and respectful to ourselves and others.
- We think about people's feelings before we say or do something.
- We talk to someone when we are worried.
- We understand that abuse is never OK and it is serious. It is not funny, or part of growing up.

Dignity & Respect



Dignity and Respect for All

At Bishops' Blue Coat High School, we believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. We promote tolerance, cooperation, and an understanding that a school community will have diversity amongst all its members. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Sometimes we don't know if something bad is happening, so you need to tell us.



What is child-on-child abuse?

This is someone who might be your friend, a student at school with you, or another young person 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 the victim, or decrease their self-worth.

Child-on-child abuse can happen inside and outside of school– It can happen online, or in-person and it is important to let someone know if you think that you or someone else is being affected by child-on-child abuse. Child-on-child abuse can include the following **bullying, physical abuse, domestic abuse, sexual violence, sexual harassment, sharing semi-nude/nude images, exploitation in gangs and groups.**

1) Bullying

There is no legal definition of bullying. At Bishops' "bullying" is defined as:

"behaviour by an individual or group, usually repeated over time, with the intention of verbally, physically, or emotionally harming another person or group".

Bullying is not always done by one person and can often involve a group of people 'ganging up' on someone – if you ever see someone being bullied, never join in and always report it. The school does not tolerate any form of bullying and all reports of this form of abuse will be taken extremely seriously. This can take the following forms;

Emotional	Physical	Verbal
Racist	Homophobic, biophobic, transphobic	
Sexist	Cyberbullying	

2) Sending nudes/semi nude images

Sending sexually explicit pictures, videos or messages via social media, text, gaming platforms and streaming sites – they can sometimes be called 'nudes', 'nude pics', but can also be sexually explicit messages. Pressuring someone into sending these pictures, videos and messages is abuse.

Sharing nude images or videos of or with people under the age of 18 is illegal even if consent is given. This is also highlighted in our E– safety policy.

Consent means that someone has given another person permission to do something; if consent has not been given for someone to share nude images or videos to another person, it is both abusive and illegal.

3) Sexual harassment and sexual violence

Sexual harassment is a form of abuse which involves unwanted sexual behaviour of one person to another which makes the victim feel uncomfortable, intimidated, degraded, objectified or violated. This can happen online and face-to-face (both physically and verbally) and is never acceptable at any age. It could be:

- Someone making sexual comments, inappropriate sexual language around someone, calling someone sexual names, sexual jokes or teasing.
- Being physical, like touching which makes someone feel uncomfortable, messing with their 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.
- Sexual threats or pushing someone to do something sexually that they don't want to or aren't ready for.
- Sexual violence or abuse or assault

4) Exploitation—gangs and groups

Child exploitation is when an abuser takes advantage of a young person for their own personal gain. This can take many forms, including sexual exploitation or forcing the child to commit crime. Exploitation can often take place in groups or gangs. This is where individuals feel pressured to act in order to be accepted into a group or a gang. This can involve individuals completing a test, ritual or initiation, holding or selling drugs, hurting others or any actions aimed at gaining 'respect' or 'trust; from members of the group. Exploitation often involves an imbalance of power where the person being exploited is being treated unfairly and others are gaining from their actions. There is frequently an imbalance of power and pressures from others in the group to act in a certain way.

5) Physical abuse

Physical abuse can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (these are just some examples). This can be a one off incident and doesn't need to be repeated for it to be considered as an example of peer-on-peer abuse.

Relationships

Any relationship you have should be positive and make you feel safe, happy and comfortable. Positive relationships are those where you can be honest with the person, trust them, you can say how you feel and you support each other.

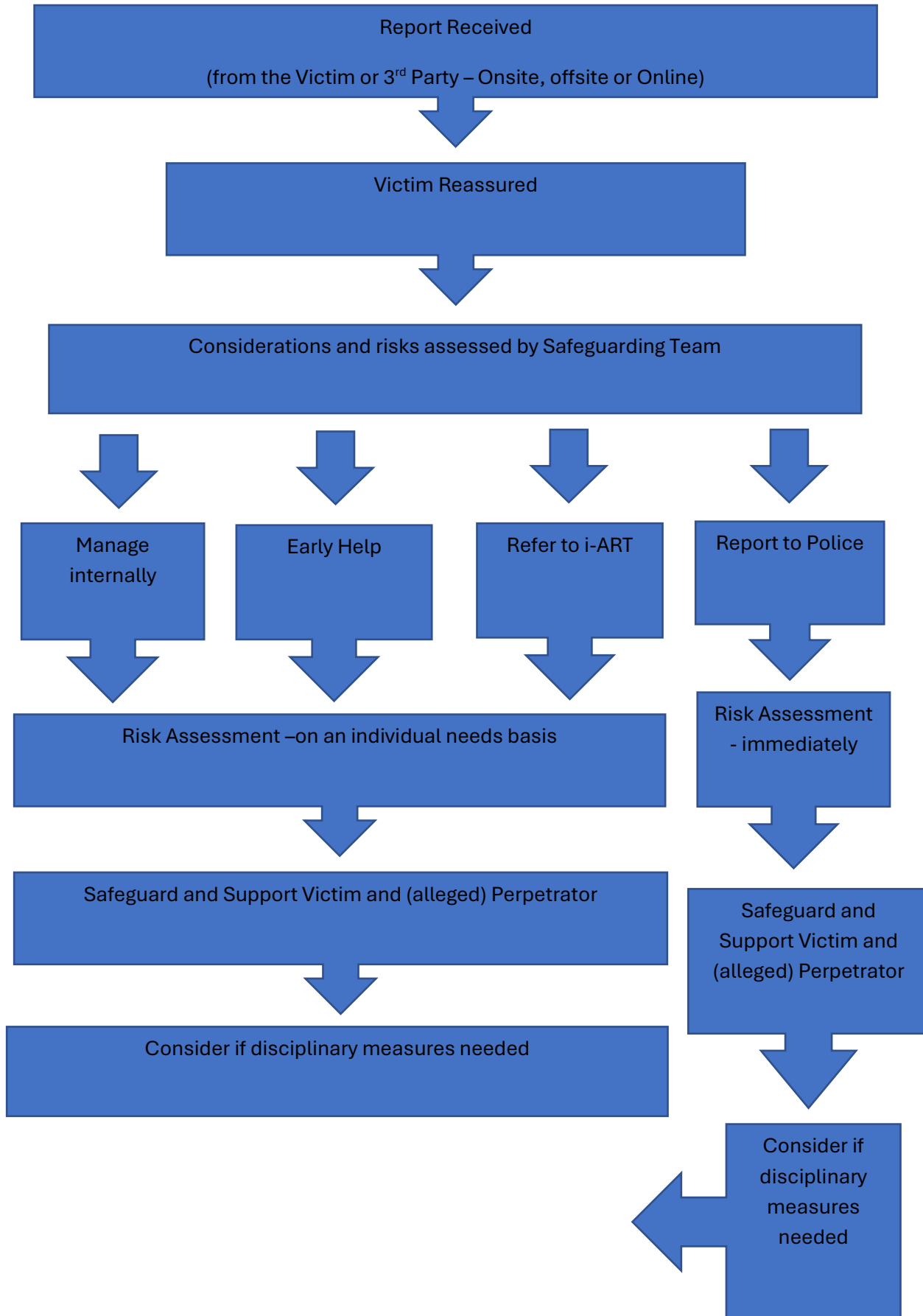
A negative relationship might make someone feel scared, confused, worried and even unsafe, you might feel pressured to do things you don't want to, scared of them or experience them getting angry, threatening you trying to control or harm you.

Challenge, report, support

It is important that we all challenge abuse, report it and support victims, perpetrators and witnesses but also support wider awareness about the reasons why people become abusers or victims of abuse. There are a number of sources of support available to you. These include

- Pastoral support via form tutor, pastoral hub, or any trusted adult in school
- Student dashboard to access links to support including NSPCC, Kooth, Childline

Appendix D – Part Five Flow & Risk Assessment (summary) and Further Information



Further information

Victim reassured

- Taken seriously and kept safe, never be given an impression they are creating a problem
- Confidentiality not promised
- Listen to victim non-judgementally
- Record the disclosure (facts as reported)
- Two staff present (if appropriate) – one being the DSL or reported to the DSL as soon as possible.
- Victim sensitively informed about referral to other agencies
- If victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see Sexual Violence and Sexual Harassment, paragraph 62)
- Parents of victim informed, unless this would put victim at greater risk.

If the victim is over 18, discuss how they want to be supported and by whom, whether they want you to support to share with their parents, whether they want to report a crime and provide them with support agency contacts (e.g. RASASC, SARC) which you can support them to contact. Again, can be still lawfully share in order to protect child from harm and to promote the welfare of children (see Sexual Violence and Sexual Harassment, paragraph 62)

Anonymity – Note that in cases of sexual violence there is a legal protection of the victim’s identity. Remember that this also includes sharing on social media and discussion amongst pupils in school.

Supporting the (alleged) Perpetrator

- Inform parents of alleged perpetrator – advise of any referrals that need to be made
- If appropriate, ask alleged perpetrator about the incident
- Remove alleged perpetrator from any shared lessons with victim (this is a neutral act, not an assumption of guilt).
- Ensure they have a trusted adult in your setting to provide support.

Considerations

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)

Immediately: consider how to support the victim and the alleged perpetrator.

- Wishes of the victim and parents/carers
- Nature of the alleged incident
- Are external support services required e.g. SARC, RASAC
- Ages of the children
- Development stage of the children
- Any power imbalance
- One off, or part of a pattern of behaviour
- Any on-going risks to victim, alleged perpetrator and others
- Other related issues and wider context (e.g. Exploitation, contextual safeguarding)

Manage internally

One-off incidents which the school/college believes that the young people are not in need of early help or statutory intervention, which would be appropriate for the setting to manage internally under the behaviour and/or anti-bullying policy.

Early Help

Non-violent harmful sexual behaviours (see Harmful Sexual Behaviours Framework, (NSPCC)) or refer to Brook Traffic Light Tool if trained. Also consider if a TAF is needed to identify unmet needs and support the young people involved.

Refer to i-ART

All incidents where a child or young person has been harmed, is at risk of harm or is in immediate danger. Children's social care will support with next steps.

NB - Where a victim is 18 or over, consideration needs to be given as to whether they would be considered a vulnerable adult and therefore a referral to adult services would be appropriate.

Report to Police

All incidents of rape, assault by penetration or sexual assault (including if alleged perpetrator is 10 or under). Discuss next steps with police, for example: disclosing information to other staff, informing alleged perpetrator and their parents.

Risk assessment

1. **Immediately** (when reported to police) – Do not wait for the outcome of the report to police before protecting victim. Emphasis should be on victim being able to continue normal routine. Alleged perpetrator to be removed from any classes with the victim (also consider shared spaces and journey to/from school. NB - this is not a judgement of guilt and safeguards should be considered as above, for the alleged perpetrator.
2. **Individual needs basis** – (see paragraphs 69 and 70 – Sexual Violence and Sexual Harassment between children in schools or colleges, (DFE 2021))

All risk assessments should be completed as a multi-agency, where possible, (consider which agencies are currently working with either victim or alleged perpetrator) and shared with parents and victim or alleged perpetrator to ensure they are adhered to. You should not delay putting together a risk assessment if other agencies are not initially available in order to safeguard all involved and the school community, but this should be reviewed as a multi-agency as soon as possible.

Risk assessments should be regularly reviewed and adjusted as appropriate.

Safeguard and support victim and alleged perpetrator

Identify and signpost to relevant support agencies e.g. RASASC

Disciplinary measures taken

Refer to setting's own behaviour and/or anti-bullying policy.

If reported to police, disciplinary measures may be undertaken based on balance of probabilities, unless prejudicial or unreasonable. Ensure actions do not jeopardise the investigation. Setting to work closely with police and/or other agencies.

Criminal process ends

Conviction or caution - follow your setting's behaviour policy. If the pupil remains in school, make clear your expectations, keep victim and perpetrator apart. Consider victim's wishes.

Not guilty – support victim and alleged perpetrator.

No further action – support victim and alleged perpetrator.

Supporting Guidance

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Statutory guidance overview: Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)