St George's Church of England Infant and Preschool
Child on Child Abuse Policy

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Signed: **Chair of Governors:**

Headteacher: *Victoria Harjette*

Inspire, Believe, Achieve- Let Your Light Shine Matthew 5v16
Be inspired with all our mind, believe in ourselves to achieve and flourish

The 6 Principles of Nurture:
The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, to develop their resilience and capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

School Vision and Values
At St George's we place great emphasis on our school vision and values. All stakeholders are encouraged to model the values of Community, Compassion, Love, Courage and Commitment throughout their daily life in school. These values and vision support our behaviour policy by allowing children to reflect on their own behaviour and understand how their choices can impact others.

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Feeling safe and happy at school

At St George's Infant and Preschool, we want to make sure that you feel looked after, safe and happy when you are in and out of school.

Sometimes we don't know if something bad is happening, so you need to tell us.

This policy looks at child-on-child abuse, and what you can do when you feel you are being abused, or when you notice someone else being abused.

We can help you by:

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

1 What is child-on-child abuse?

A **peer** is someone who might be your friend, a child at school with you, or another child you may know. You may sometimes hear child-on-child abuse referred to as **'peer-on-peer' abuse**. This type of abuse is when one child does something to harm another.

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

Child-on-child abuse can happen inside and outside of school – it can happen online or in-person, and it is important to let an adult know if you think you or someone else is being hurt by child-on-child abuse.

Remember to **ask a teacher** if you are unsure about what child-on-child abuse looks like.

It is not always easy to spot abuse when it is coming from a peer, such as a friend or a classmate, but it is really **important** to look out for the signs of child-on-child abuse and **report it** so that we can make sure it stops.

2 Bullying

Bullying is a type of abuse that takes place when someone tries to hurt another person on purpose. People can be bullied in many different ways which may include the following:

Emotional bullying includes hurting someone's feelings, for example by leaving them out, bossing them about, or making jokes about them. People can sometimes use emotional bullying to try and get their own way by making you feel scared or upset, or making you feel like you have to do something for them.

Physical bullying can include hitting, kicking, shaking, biting, hair pulling or purposely hurting someone. It can also be where someone breaks someone else's things or steals their belongings.

Verbal bullying can include being mean to someone because of how they look or because of their personality, and can often go beyond that. **People can also use verbal bullying to be racist, sexist or homophobic.**

Racist bullying is bullying someone because of their race, skin colour, the country they are from or the religion they believe in.

Homophobic, biphobic and transphobic bullying means bullying someone because of their sexuality or gender; calling someone gay or lesbian to joke or hurt their feelings would be homophobic. Transphobic bullying may include mocking a person's gender identity, for example pestering someone about whether they are a boy or a girl, or trying to tell someone that they are not a boy or a girl.

Sexist bullying is bullying someone because of their sex – this is different to transphobic bullying and is typically targeted against girls. Sexist bullying may include thinking that boys are better than girls or thinking that girls can or can't do certain things. Ask your teacher if you are unsure about the difference between sex and gender identity.

Cyberbullying includes any kind of bullying which takes place online; cyberbullies might send scary, upsetting or threatening messages over text or online, share private or embarrassing videos using mobile phones or computers, share private information online like where someone lives, or make phone calls to upset people. Cyberbullies may also use AI to make fake pictures or text about someone.

Ableist bullying includes bullying people for any disabilities they have, such as laughing or joking about a person in a wheelchair or a person who is autistic, or using rude words about disabled people with others. Not all disabilities can be seen, so this type of bullying may be difficult to spot. Always ask a teacher if you are not sure.

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 tell a teacher.

3 Sexting

Sexting is sending **rude or private pictures, videos or messages** – they can sometimes be called 'nudes', 'nude pics' or 'rude pics', but can also be rude messages.

Making someone feel like they have to send these pictures, videos and messages is **abuse**.

It is important to know that sharing nude images or videos is **illegal** even if **consent** is given.

Consent means that someone has given another person permission to do something.

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

Using **AI** image or text generators to make or edit rude pictures or messages of someone to be sent online is also abuse, and you should tell a teacher or a parent if you think someone is doing this.

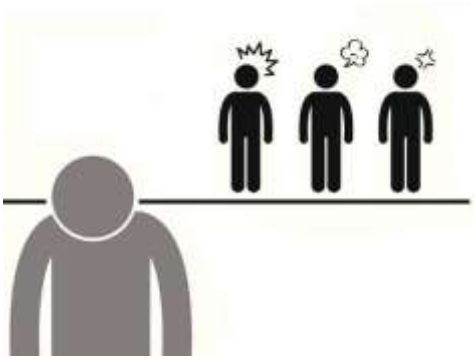
4 Sexual violence and sexual harassment

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

This can happen **online** and **face-to-face** (both physically and verbally) and is never acceptable at any age.

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

It could be:



- Someone making **sexual comments**, like telling sexual stories, saying **rude things**, or saying sexual things about someone's **appearance** or clothes.
- Calling someone **sexual names**.
- **Sexual jokes** or teasing.
- Being physical, like **touching** which makes someone feel uncomfortable or messing with their clothes.
- **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.
- Using **AI** text or image generators to create sexual imagery or text about someone.

It is important to remember that our school as a **zero-tolerance** approach to sexual violence and sexual harassment – it will never be acceptable and will **never** be passed off as a joke or "just having a laugh". Everyone at our school **must recognise** that sexual violence and harassment is not normal.

If you ever feel like you have been affected by sexual harassment, make sure that you tell a responsible adult, and they will listen to what happened and support you with any worries that you will be likely to have.

Relationships

Any relationship you have should be **good** and make you feel **safe, happy and comfortable**.

A bad relationship might make someone feel **scared**, **confused**, **worried** and even **unsafe**.

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

Good relationships

- You are **comfortable** around that person.
- You can be **honest** with that person.
- You can say how you **feel** and what you are **thinking**, and you **listen** to each other.
- You **support** each other and treat each other **well**.
- You feel **safe**.
- You **trust** that person.
- You do **helpful things for each other**.
- You are **never pressured** to do anything that makes you feel uncomfortable.

- You feel **looked after**.

Bad relationships

- The person might **push** you, **hit** you or **break** your things.
- The person might **tell you what to do**, what to wear or who you can see.
- You might feel **scared** – they might say they will hurt you if you don't do something.
- They might **make threats** or do harmful things if you do something they did not want you to do.
- The person might **call you names**, make you feel bad in front of other people and make you **feel bad about yourself**.
- The person might get **angry easily** and you may not know what will make them angry – it might make you feel **nervous**.
- The person might **pressure** you to do things **you don't want to do** or are not ready for.
- The person **might not take no for answer** when you say you don't want to do something.

How do I know if someone is being abused?

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

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

Some signs might be:

- Not going to school.
- Having injuries, like bruises.
- Feeling sad and down.
- Feeling like they can't cope.
- Feeling withdrawn or shy.
- Getting headaches or stomach aches.
- Feeling nervous.
- Not being able to sleep, sleeping too much or getting nightmares.
- Feeling panicked.
- Trying to look and act much older.
- Being abusive to someone else.

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

What do I do if someone else is being abused?

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

You should **never walk away** and ignore the problem if you see someone else being abused, because the abuse may keep happening.

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

Tell a responsible adult, such as a teacher, as soon as you've seen someone being abused.

A responsible adult can **stop the abuse** and give their support to the person who is being abused.

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

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

What do I do if I am being abused?

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

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

You should **try not** to:

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

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

Who can I talk to?

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

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

The list below shows the **people** at our **school** that you can speak to:

- **Miss Harjette DSL**
- **Mr Griffiths DSL**
- **Mrs Yendell DSL**
- **Miss Williams DSL**
- **Miss O'Mahony DSL**
- **Mrs Barber DSL**
- **Mrs Monger DSL**
- **Mrs Van Loosen DSL**

How can I help stop abuse from happening?

We can all help stop abuse at our school by:

- Making sure we **understand** how we should **treat** others.
- **Helping** others when they are in need.
- Being **kind**, **friendly** and **respectful** to others.
- Thinking about people's **feelings** before we say or do something.
- Looking back at this booklet and pay attention to school activities such as assemblies, which talk about child-on-child abuse.
- **Talking to someone** when we are worried.

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

Let's make St George's a happy place!