Child on Child Abuse Policy

POLICY CODE	5.9
POLICY NAME	**Child on Child Abuse Policy**
APPROVAL AUTHORITY	Principal
RESPONSIBLE DEPARTMENT(S)	All
REVIEWED ON	Apr 2024
NEXT REVIEW	Apr 2025 (Annual)
DEVELOPED BY/AUTHOR	AD/MSD

Contents

At the Prince of Wales Island International Schools, we are committed to providing a safe environment for all children. To keep every child safe, a proactive safeguarding culture is encouraged and all members of our community are expected to share this commitment.

Child on Child Abuse Definition

Child-on-child abuse, also known as peer abuse or peer-on-peer abuse, refers to situations where a child or adolescent (under the age of 18) engages in harmful or abusive behavior towards another child either in person or online. This type of abuse can encompass various forms, including physical, verbal, emotional, or sexual abuse.

Purpose

The purpose of this Child on Child Abuse Policy is multifaceted and aims to:

- **Protect Children**: To ensure the safety and well-being of all children by preventing abuse from occurring and by taking immediate and appropriate action when abuse is suspected or disclosed.
- **Define Abuse**: To clearly define what constitutes child on child abuse, including the various forms it can take, to ensure that all stakeholders have a common understanding of what behaviors are unacceptable.
- **Establish Procedures**: To outline clear and effective procedures for identifying, reporting, and managing cases of child on child abuse. This includes steps for immediate action, investigation, support for victims, and disciplinary measures for perpetrators.
- **Promote Awareness**: To educate children, staff, and parents about the signs of child on child abuse and the importance of reporting concerns. Awareness campaigns can empower children to speak up about abuse and bystander situations.
- **Encourage a Positive Environment**: To foster an atmosphere of respect and kindness, where all children feel valued and safe. This involves teaching children about healthy relationships, consent, and personal boundaries.
- **Compliance and Review**: To ensure that the policy complies with local laws and best practices in child protection. Additionally, the purpose includes a commitment to regularly review and update the policy to reflect new insights, ensuring it remains effective and relevant.

Key Contacts

Contact name	Role	Contact details
Marcus Sherwood	Principal	marcus.sherwood@powiis.edu.my
Anna Glossop	Deputy Principal	a.glossop@powiis.edu.my
Amy Dennis	Designated Safeguarding Lead	a.dennis@powiis.edu.my

1. Specific Definitions

Child-on-child abuse, also known as peer abuse or peer-on-peer abuse, refers to situations where a child or adolescent (under the age of 18) engages in harmful or abusive behaviour towards another child either in person or online. This type of abuse can encompass various forms, including physical, verbal, emotional, or sexual abuse. It's important to note that child-on-child abuse, both in school and outside of school, is a serious concern and requires careful attention and intervention.

Here are the different forms of child-on-child abuse:

Physical Abuse:
- Involves actions that cause physical harm, 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).

Verbal Abuse:
- Involves the use of hurtful or threatening words, name-calling, bullying, or any form of verbal intimidation.

Emotional Abuse:
- Encompasses behaviors that undermine a child's emotional well-being, such as constant criticism, humiliation, or manipulation.

Sexual Abuse:
- Involves any non-consensual sexual activity imposed by one child on another. This can range from inappropriate touching to more severe forms of sexual assault, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence). This abuse can be within an intimate personal relationship between children (sometimes known as 'teenage relationship abuse). This could also include forcing 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.

Bullying:
- Persistent aggressive behaviour that is intentional and involves an imbalance of power. This can be physical, verbal, or relational bullying and includes cyberbullying, prejudice-based and discriminatory bullying.

Image sharing:
- Consensual image sharing is prevalent especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal - whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos. For further information about sexual violence see Part 5 and Annex B in KCSIE 2023. Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

Sexual Harassment
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

Upskirting
- 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

Hazing/Initiation
- Initiation/hazing type 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).

Child-on-child abuse can occur in various settings, including schools, neighbourhoods, and even within families. It can be done in person or online. It is essential for adults to be aware of signs of abuse, create a safe environment for reporting, and take appropriate measures to prevent and address such incidents.

2. Spotting the Signs and Vulnerable Members of the School Community

It is important all staff are aware of the sign of child on child abuse. These include the following:

- Absence from school or lack of interest in school activities.
- Physical injuries.
- Mental or emotional ill-health.
- Becoming withdrawn.
- Poor self-esteem.
- Tiredness.
- Alcohol or other substance misuse.
- Changes in behaviour.
- Inappropriate behaviour for their age.
- Displaying harmful behaviour towards others.

It is also important POWIIS Tanjung Bungah are aware of the vulnerable groups of students who are more inclined to experience child on child abuse. It is important to note, not all children on this list will experience child on child abuse and children not on this list may experience child on child abuse.

- Those aged 10 and upwards.
- Girls and young women are more likely to be harmed, while boys and young men are more likely to have harmed.
- Black and minority ethnic children and young people are often under-identified as having been harmed and over-identified as having harmed others.
- Those with special educational needs and/or disabilities.
- Those with intra-familial abuse in their histories or those living with domestic abuse.
- Those who are in care.
- Those who are experiencing or have experienced bereavement following the loss of a parent, sibling or friend.
- Those who are, or are perceived to be, LGBT+.
- Those who are in boarding schools or other residential institutions. (https://safeguarding.network/content/safeguarding-resources/peer-peer-abuse/)

3. Prevention

We believe that supporting our children to behave in a positive way is a community responsibility with staff, parents and children working together to ensure that our environment is a happy, safe and productive place.

Teachers should:

- Ensure a positive environment in the classroom and school as a whole
- Encourage appropriate behaviour choices
- Manage behaviour positively and respectfully, using appropriate language
- Praise positive behaviour and reward excellent behaviour
- Be an exemplary model for positive behaviour
- Apply appropriate sanctions carefully and in line with the school's policy
- Support other children in following the rules and have a 'voice' if we they feel the rules have been broken or have not been well kept by another child
- Treat children with respect and according to their needs, ensuring that at all times the approach is fair and consistent
- Reinforce and reward good behaviour in a positive way
- Help children understand that they are responsible for their own actions
- Help children understand how their behaviour affects others
- Ensure that all children are given the opportunity to receive praise and rewards for their

good behaviour and achievement
- Give children positive encouragement to tell the truth so that they learn from their mistakes
- Provide opportunities for children to make amends for any misdemeanour

School Curriculum:

As a part of our PSHE curriculum, lessons are taught linked to child on child abuse prevention, procedure and support. Additional lessons are taught when new areas arise and issues addressed either in class, as groups or individuals.

Assemblies linked to child on child abuse are delivered to the whole school or in phase groups. All staff reading this policy understand that child on child abuse is ever changing and that there is a need for staff to be proactive and supportive to all children in their care to help keep them from harm.

Parents should:

- Communicate with the class teacher regarding any situations that may have an impact on their child's behaviour (positive and negative).
- Be made aware of our policies and practice in order to have a clear understanding of our expectations for children's behaviour and the procedures that we use to manage it in school.
- Be encouraged to support school with the decisions we make regarding children's behaviour.
- Understand the importance of positive parenting strategies and seek support from school if required.

At the beginning of each school year, and at times through the year, the leadership team through assemblies, will highlight the school behaviour expectations. The children will be reminded of these expectations regularly throughout the year (by all staff).

4. Reporting Procedures

It is important to note that reports of child on child abuse can come from a variety of sources - victim, friend or family. All incidents to be recorded on CPOMS. POWIIS Tanjung Bungah understands the importance of recording smaller incidents to help create a bigger picture.

5. Investigation Process

Depending on the nature of the incident, either a member of the Senior Leadership Team or the Designated Safeguarding Lead will investigate. All incidents of Child on Child Abuse will be reported to the Principal.

6. Intervention and Support

Intervention and support is provided by, in the first place the class teacher, then SLT or DSL. Recommendations can be made for external support, for example from a psychologist or counsellor. Children know members of staff they can talk to and get support from and are actively encouraged to seek support and help when needed.

7. Disciplinary Measures/Sanctions

Disciplinary measures are cited in our [Behaviour Management Policy](#).

8. Staff Training

All teaching staff to receive training on Child on Child Abuse. As a part of this training, staff will be taught to identify possible signs of child on child abuse. The Safeguarding Network lists clear signs to look out for ([link](#)). Regular updates of procedures and best practice are given to staff when required.

9. Communication with Parents

When issues of child on child abuse have been identified, both the victims and perpetrator's parent are requested to attend a face to face meeting where this abuse is explained. Both parents are then provided with support to help their child. Depending on the severity of the issue, the perpetrator's parents may be requested to remove their child from school, as per the Behaviour Management Policy.

10. Legal Obligations

Malaysian Law - Child Act 2001
The Child Act 2001 states that any childcare provider should express his/ her concerns, suspicions or beliefs that a child may have been abused or neglected to the relevant child protection authority. Failure to do so can result in criminal charges. The law seeks to protect all children's physical, emotional and sexual well-being. Child Protection Teams and Child Activity Centres have been established for the purpose of coordinating locally-based services to families and children, if children are or are suspected of being in need of protection.
[Link to Child Act 2001](#)

Children have criminal responsibility from the age of 10 in Malaysia.

11. Review and Update

The school will have a Safeguarding Committee made up of volunteers from each area of the school (Principal, DLS, Deputy Principal, Nurse, Head of Human Resources, CEO of MTT). This group will meet at least once a term. Child on Child Abuse will be reviewed as a part of these meetings.

As a part of the DLS and Principals weekly meeting, cases of child on child abuse are discussed and reviewed. This is shared with SLT or the class teacher as needed.

All staff working in POWIIS Tanjung Bungah are aware of this policy but understand that child on child abuse is an ever changing in its nature and therefore will be reviewed and amended as necessary.