



Child-on-Child Abuse Policy



September 2023

Introduction

At Eversley Primary School all staff recognise that children are capable of abusing other children (including online). We understand that 'it can happen here.' The school will respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school.

This policy sets out clear procedures with regard to child-on-child abuse, setting out:

- procedures to minimise the risk of child-on-child abuse
- the systems in place which are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously
- how allegations of child-on-child abuse will be recorded, investigated, and dealt with
- clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- a recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children
- recognition that it is more likely that girls will be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously, and
- the different forms child-on-child abuse can take- listed in the definitions section of this policy.

Policy aims

At Eversley Primary School we have a **zero-tolerance** approach to all forms of child-on-child abuse including sexual violence, sexual harassment (SVSH) and harmful sexual behaviour (HSB). We believe that child-on-child abuse is never acceptable, and it will not be tolerated. It will never be passed off as "banter," "just having a laugh," "a part of growing up" or "boys being boys." We will **respond to all signs, reports, and concerns** of child-on-child abuse, including those that have happened outside of our school premises, and/or online. We recognise that children are vulnerable to and capable of abusing their peers, we take such abuse as seriously as abuse perpetrated by an adult. We recognise that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. We acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We will challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting upskirts. We recognise at Eversley that dismissing or tolerating such behaviours risks normalising them.

In cases where child-on-child abuse is suspected or identified we will follow our Child Protection procedures, taking a contextual, trauma-informed, and strengths-based approach to support all children who have been affected by the situation including the victim and **alleged** perpetrator.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2022) and was formulated in consultation with the whole school community.

This policy is available:

- Online in the safeguarding section of our website and in our policies section
- From the school office
- Child friendly versions are on display and in welcome packs for new pupils.

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and Responsibilities

All staff working with children maintain an attitude of **'it could happen here,'** and this is especially important when considering child-on-child abuse.

The Head teacher **Samantha Williams** has overall responsibility for the policy and its implementation and liaising with the Governing body, parents/carers, LA (Local Authority), and outside agencies.

Safeguarding is the responsibility of all however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Designated Safeguarding Lead (DSL) and Deputy Safeguarding Leads (DDSL) in our school are **Flora Georgiou (DSL), Samantha Williams, Hayley Kirkpatrick, Shirley Gonzalez and Claire Knight (DDSLs).**

The nominated Governor with responsibility for child-on-child abuse is **Prafulla Pujara.**

Definitions

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudiced-based and discriminatory bullying)
- Abuse in intimate personal relationships between children, (sometimes known as 'teenage relationship abuse')
- 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)
- 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)
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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
- Consensual and non-consensual sharing of nude or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- 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
- 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). This may also be an indicator of wider exploitation such as Child Sexual Exploitation (CSE) and/or Child Criminal Exploitation (CCE) and/or County Lines.

Non-sexual child-on-child abuse

Eversley will deal with bullying that is non-sexualised through our Behaviour Policy and procedures and following our Anti-Bullying Strategy. In the main this covers:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

All incidents of bullying are recorded on CPOMs, analysed and reported to governors and senior leaders. The Well-being team (DSL, SMHL, Inclusion Manager) meet weekly to review all cases of bullying and links to safeguarding.

Recognising

At Eversley Primary School we recognise that behaviours associated with child-on-child abuse take place on a spectrum. Understanding where a child's behaviour falls on this spectrum is essential to being able to respond appropriately to it.

We recognise that all children grow and develop at their own pace. We will use our professional judgement and knowledge of child development when responding to child-on-child abuse.

The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and will be involved in the decision making on the initial response by the school. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate
- personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff, and

- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff will act in the best interests of the child. In all cases, the staff will follow general safeguarding principles as set out throughout KSCIE 2023. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved/impacted.

Reporting and Responding

At Eversley Primary School we want children, parents/carers, staff, and visitors to confidently report abuse, knowing their concerns will be treated seriously. We recognise that our school's initial response to a report of child-on-child abuse is incredibly important - how we respond to a report can encourage or undermine the confidence of future victims to report or come forward. As a school we will also respond to reports of alleged child-on-child abuse that have occurred online or outside of school. These reports will be treated seriously, and the school remains committed to supporting and safeguarding all parties including the victim, alleged perpetrator, and any other child(ren) who may be affected.

Eversley understand that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

We will make decisions on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking the leading role and using their professional judgement, supported by other agencies, such as the Local Authority, Children's Social Care, and the Police as appropriate. We will ensure that we reference and follow other school policies and procedures as appropriate.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Children (including bystanders)

It is important to understand that a victim may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report.

We recognise that in some instances another child may report on another child's behalf. All children will know how to report concerns or incidents of child-on-child abuse.

We ask that all children report any concerning behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our children of who they can report concerns to. Children can report concerns by writing a note in the class 'worry box', if years 3 – 6 can email using the safeguarding email address safeguarding@eversley.enfield.sch.uk

If a child reports a concern face to face, the member of staff will listen to the child and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. In line with the statutory guidance provided in [Keeping Children Safe in Education 2023](#), we will never promise a child that we will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child. The

member of staff will make a formal record of the concern/report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in each classroom where the child can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the children at the start of the year and children are reminded of them regularly. Our school also has a designated Safeguarding email address – if a child feels unable to tell a member of staff about their concerns verbally, they could send an email with their concerns to safeguarding@eversley.enfield.sch.uk and these will be followed-up/responded to by the school's Designated Safeguarding Lead or Deputy.

The management of reports

All staff are trained to manage a report under the guidance of effective safeguarding practice provided in KSCIE part 5:

- if possible, managing reports with two members of staff present, preferably one of them being the designated safeguarding lead (or deputy)
- careful management and handling of reports that include an online element. Including being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. **The key consideration is for staff not to view or forward illegal images of a child.**
- In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.
- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead (or deputy) or local authority children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to
- Recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child
- Recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse
- Keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation
- Listening carefully to the child, reflecting back, using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, **it is essential a written record is made**
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. The school is aware that notes of such reports could become part of a statutory assessment by local authority children's social care and/or part of a criminal investigation, and

- Informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence will consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments will be recorded on CPOMs and should be kept under review. At all times, the school will be actively considering the risks posed to all our pupils and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or deputy) should ensure they are engaging with local authority children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Four Management Options

Every report will be dealt with on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to local authority children's social care and/or the police, then, as a general rule, the designated safeguarding lead will speak to the local authority children's social care and the police and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this will not and should not stop the school taking immediate action to safeguard its children, where required.

There are four likely scenarios for our school to consider when managing any reports of sexual violence and/or sexual harassment. The four scenarios are:

1. Managing internally
2. Early Help
3. Referral to Children's social care
4. Reporting to the police and also managing the criminal process

Unsubstantiated, unfounded, false or malicious reports

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this was a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy.

Ongoing response

Safeguarding and supporting the victim

The school will ensure that the needs and wishes of the victim will be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, will be able to continue in their normal routine. Overall, the priority will be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.

Full consideration will be taken for the age and the developmental stage of the victim, the nature of the allegation(s) and the potential risk of further abuse. The school is aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).

The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report. Support will be tailored on a case-by-case basis. We are aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Support from a Sexual Assault Referral Centre (SARC) will be accessed if necessary. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt.

The school will look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school will decide on a course of action. Consideration will be given as to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

Support can include:

Early help and local authority children's social care

Children and Young People's Independent Sexual Violence Advisors (ChISVAs)

Child and young people's mental health services (CAMHS)

The NHS Help after rape and sexual assault - NHS (www.nhs.uk)

Rape and sexual assault referral centres services can be found at: [Find Rape and sexual assault referral centres.](#)

Childline provides free and confidential advice for children and young people.

Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously

Childline / IWF: Remove a nude image shared online – 'Report Remove' is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.

Eversley understands that victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the victim will be asked if they would find it helpful to have a designated trusted adult (for example, their class teacher or designated safeguarding lead) to talk to about their needs. The choice of any such adult will be the victim's (as far as is reasonably possible). The school will respect and support this choice.

The school will support the child involved by remaining alert to changes in behaviour, for example clear signs of trauma, physical and emotional responses, or no overt signs at all. The school will be alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.

The school will make reasonable adjustments to timetables and provide a physical space for victims to withdraw to without making the child feel isolated.

The school will do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

The school will consider alternative provision if a request from the victim (and following discussion with their parents or carers) is made.

Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour

Safeguarding and supporting the alleged perpetrator(s) will follow these principles:

- provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions.
- Consider the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis
- The perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour
- Seeking guidance from the [HSB toolkit](#) and [NSPCC](#) will be imperative for support

Sanctions and the alleged perpetrator(s)

With regard to the alleged perpetrator(s), advice on [behaviour in schools](#) is clear that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them.

Disciplinary action can be taken whilst other investigations by the police and/or local authority children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis.

The designated safeguarding lead (or deputy) will take a leading role. The school will consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or local authority children's social care should help the school make a determination. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach its own view about what happened while an independent investigation is considering the same facts.

Eversley is a Trauma-Informed School and will make decisions regarding sanctions and disciplinary actions based on this at all times.

Safeguarding other children

Support for other children may be necessary if:

- have witnessed sexual violence, especially rape and assault by penetration
- are being bullied to 'take sides'
- social media is used to harass children involved or who are a witness

Parents/carers

We understand that parents and carers may well struggle to cope with making or receiving a report that their child has been the victim of or is an alleged perpetrator of child-on-child abuse.

In line with the statutory guidance provided in [Keeping Children Safe in Education 2023 Part 5](#), we will seek advice and support from other services as decided on a case-by-case basis. All decisions and actions taken by the school will consider the needs of the individual children involved, and the wider school community.

AIM HIGH AND BE KIND

We ask that if parents/carers have concerns about their child experiencing or allegedly perpetrating child-on-child abuse, that they contact the school's Designated Safeguarding Lead/ Deputy Safeguarding Leads (in person/via telephone call/via email) to explain their concerns. The Designated Safeguarding Lead/Deputy will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the Designated Safeguarding Lead/Deputy will make a formal record of the report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers to come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of child-on-child abuse. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations) and ongoing investigations by statutory services. This may mean, at times, that we are not able to provide or share information or updates.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request **from the school office.**

Staff

Our staff work closely with our children and therefore may notice a change in a child's behaviour or attitude that might indicate that something is wrong before receiving a report from a child or a member of the school community. If staff have any concerns about a child's welfare or are concerned that a child is displaying behaviours that may show they have been the victim of or that they are perpetrating child-on-child abuse, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead/Deputy Lead or directly to the Head teacher. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the report on the school's recording system (CPOMs) and other relevant staff members will be alerted. The Designated Safeguarding Lead will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about child-on-child abuse that they have witnessed, or have been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/Deputy Leads. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the concerns on the school's recording system (CPOMs) and other relevant staff members will be alerted. The Designated Safeguarding Lead/Deputy Leads will seek advice from Statutory Services if the report is deemed urgent or if a child is considered at risk.

Recording and evaluating

We will ensure a written report is made as soon after the disclosure as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated. We will ensure the Designated Safeguarding Leads will be informed as soon as possible, if they were not involved in the initial report. Our CPOMs recording system has a parent category Child on Child abuse with sub-categories including sexual

violence, sexual harassment (SVSH) and harmful sexual behaviour (HSB). We will ensure that details of decisions made and reasons for decisions are recorded as well as any outcomes.

We will ensure that any 'safety plans' are recorded (paper or electronic) and kept under review. These will be kept on our shared drive under Safeguarding.

Strategies for Prevention

Our school Eversley Primary School actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- **Staff training** – including for supply staff, governors, volunteers, and visitors including:
 - o Contextual safeguarding
 - o Identification and classification of specific behaviours – SVSH, HSB etc
 - o Making it clear there is a **zero-tolerance approach** to child-on-child abuse (especially in relation to SVSH) that it is never acceptable and will not be tolerated. Ensuring it is never passed off as “banter,” “just having a laugh,” “a part of growing up” or “boys being boys.”
 - o Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
 - o Challenging physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts
 - o Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
 - o Responsibilities of the Governing body– they must be aware of their statutory safeguarding responsibilities (effective child protection policy – child-on-child abuse policy)
 - o Ensuring that all child-on-child abuse issues are fed back to the safeguarding lead/team so that they can spot and address any concerning trends and identify those children who may need additional support
- **Information for children** - including:
 - o Creating an ethos and culture in which all children feel able to share their concerns openly, in a non-judgemental environment, and have them listened to
 - o All children are frequently told what to do if they witness or experience any form of child-on-child abuse, the effect that it can have on those who experience it and the possible reasons for it
 - o They are regularly informed about the school's approach to all forms of child-on-child abuse, including the school's zero-tolerance approach towards all forms of child-on-child abuse, the process for reporting their concerns of child-on-child abuse and where to go for further help, support, and advice
 - o Educating all children about the nature and prevalence of child-on-child abuse via a well embedded RHE/RSHE curriculum, PSHE curriculum or wider curriculum
 - o Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
- **Information for parents/carers** –
 - o Talking to parents, both in groups and one-to-one
 - o Encouraging parents to hold the school to account on this issue
 - o Asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks
 - o Challenging the attitudes that underlie child-on-child abuse – in school and/or the wider community
 - o Ensuring parents /carers are aware of the ethos and culture of our school
- **RHE (Relationships and Health Education) / RSHE curriculum** –
 - o The school have a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life, which is supported by a planned programme of evidence based RSHE curriculum

- o Our RHE/RSHE/PSHE programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering children with SEND (Special Educational Needs and Disabilities) and/or other vulnerabilities)

We will, through our RSE/ PSHE programme promote:

- Healthy and respectful relationships
- Boundaries and consent
- Equality and raise awareness of stereotyping and prejudice
- Body confidence and self-esteem
- How to recognise an abusive relationship, including unhealthy relationships
- The concepts of consent, exploitation, abuse, grooming, coercion, harassment and how to access support
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school’s actions, we ask that they follow our school’s complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

You may find it helpful to read this child-on-child abuse policy alongside the other following school policies:

Policy	How it may link
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Behaviour Policy	Includes details about the school’s behaviour system including potential sanctions for pupils
Anti-Bullying Strategy	Includes information about bullying behaviours and vulnerable groups
Online Safety Policy	Includes information about children’s online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school’s approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSE / PSHE Policy	Includes information about our school’s RSHE programme and how we teach about healthy relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school’s response

Further information and support can be found through the following links:

- Part 5: Child-on-child sexual violence and sexual harassment (pages 103-133) of Keeping Children Safe in Education (2022) [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101333/Keeping-Children-Safe-in-Education-2022.pdf)
- Definitions - [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101333/Keeping-Children-Safe-in-Education-2022.pdf)
- Simon Hackett (2010) Continuum model of sexual behaviours –

[o Sexual development and behaviour in children | NSPCC Learning](#)

[o NSPCC Learning Understanding sexualised behaviour in children | NSPCC Learning](#)

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: September 2023

Date to be reviewed: September 2024