

Abbey Hill Primary and Nursery School



Child-on-Child Abuse Policy 2022 – 23

Adopted by the Governing Body on 28th November 2022

Next Review October 2023

Introduction

At Abbey Hill Primary and Nursery 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 online. We recognise that children are vulnerable to and capable of abusing their peers, and we take such abuse as seriously as abuse perpetrated by an adult. We recognise that even if there are no reports of abuse, it does not mean it is not happening, rather 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.

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 of 1st September 2022 and was formulated in consultation with our school community.

This policy is available:

- On the school’s website
- By request from the school office

This policy is reviewed and evaluated throughout the academic year. It will be 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 has overall responsibility for the policy and its implementation and liaising with the Governing Body, parents and carers, the Local Authority and outside agencies.

Safeguarding is the responsibility of all staff in school. In addition staff, parents, carers and pupils need to be aware of how and to whom to report any safeguarding concerns. The Designated Safeguarding Lead (DSL) and their Deputies in our school are Helen Chambers, Sam Jeffs and Rachel Eyre (EYFS)

The nominated Governor with responsibility for child-on-child abuse is Karl Simpson.

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 or 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 include an online element. This may also be an indicator of wider exploitation such as Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) or County Lines.

Recognition

At Abbey Hill 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.

Reporting and Responding

At Abbey Hill we want children, parents, carers, staff, and visitors to report abuse confidently, 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.

We will make decisions on a case-by-case basis, with the Designated Safeguarding Lead and deputies 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 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 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 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 should 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 midday supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind children of who they can report concerns to.

Any 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 2022](#), 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 on the school's CPOMs recording system and alert other relevant members of staff. The member of staff will directly alert the school's Designated Safeguarding Lead and deputies 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, but we create an ethos and atmosphere across the school where children know they can talk to any adult, whether in their own class or in any other role. Staff know children well and are vigilant in noticing any changes in behaviour or mood.

Parents and Carers

We understand that parents and carers may 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 2022 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.

We ask that if parents and carers have concerns about their child experiencing or allegedly perpetrating child-on-child abuse, that they contact the school's Designated Safeguarding Lead or Deputies in person, by phone or via email to explain their concerns. The Designated Safeguarding Lead or Deputies 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 or meeting, the Designated Safeguarding Lead or Deputies will make a formal record of the report on the school's CPOMs recording system and other relevant members of staff will be alerted. The Designated Safeguarding Lead or Deputies will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents and carers 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 try to ensure 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 or carer is not satisfied with the school's actions, we ask that they follow our school's complaint policy and procedures. This is available online on our school website and on request from the school office.

Staff

Our staff work closely with children in school and therefore may notice a change in a child's behaviour or attitude that might indicate that something is wrong even 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 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 the Designated Safeguarding Lead or Deputies. 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 CPOMs recording system. Other relevant staff members will be alerted. The Designated Safeguarding Lead or Deputies will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to.

We ask that if a visitor to our school has any concerns about child-on-child abuse they have witnessed or been told about, they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead or Deputies or a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day as 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 CPOMs recording system and other relevant staff members will be alerted. The Designated Safeguarding Lead or Deputies 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 Lead or Deputies are informed as soon as possible, if they were not involved in the initial report. This will be recorded on the school's CPOMs recording system. We will ensure details of decisions made and reasons for decisions are recorded as well as any outcomes, and that any 'safety plans' are also recorded and kept under review. These will also be uploaded to CPOMs.

Strategies for Prevention

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

- **Staff training** – including supply staff, governors, volunteers and visitors. This may include:
 - Training on contextual safeguarding
 - Identifying specific behaviours such as SVSH and HSB
 - 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”
 - Recognising, acknowledging, and understanding the scale of harassment and abuse, and recognising that even if there are no reports it does not mean it is not happening, rather it may be the case that it is just not being reported
 - Challenging physical behaviours, potentially criminal in nature, such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts
 - Challenging the attitudes that underlie such abuse both inside and outside of the classroom
 - Ensuring the Governing body is made aware of their statutory safeguarding responsibilities including the adoption of effective child protection and child-on-child abuse policies
 - Ensuring all child-on-child abuse issues are fed back to the safeguarding team so they can spot and address any concerning trends and identify those children who may need additional support.
- **Information for children** This may include:
 - 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
 - Ensuring all children are frequently told in class and in assemblies what to do if they witness or experience any form of child-on-child abuse, and about the effect it can have on those who experience it and the possible reasons for it
 - Regularly informing children in class and in assemblies about the school’s approach to all forms of child-on-child abuse, including the zero-tolerance approach, the process for reporting their concerns of child-on-child abuse and where to go for further help, support, and advice
 - Educating all children about the nature and prevalence of child-on-child abuse via well embedded RSHE and PHSE curricula
 - Challenging the attitudes that underlie such abuse both inside and outside of the classroom.
- **Information for parents and carers** This may include
 - Talking to parents, both in groups and one-to-one
 - Providing opportunities for parents to be involved in the review of school policies and RSHE lesson plans
 - Encouraging parents to hold the school to account on this issue
 - Asking parents what they perceive to be the risks facing their child and how they would like to see the school address these risks
 - Challenging the attitudes that underlie child-on-child abuse in school and in the wider community
 - Ensuring parents and carers are aware of the ethos and culture of the school.
- **RHE (Relationships and Health Education) and RSHE curriculum** This may include
 - A clear set of school values and standards, upheld, and demonstrated throughout all aspects of school life, supported by a planned programme of evidence based RSHE curriculum

- A fully inclusive RSHE programme developed to be age and stage of development appropriate, especially when considering children with SEND (Special Educational Needs and Disabilities) and other vulnerabilities
- Promoting, through our RSHE programme, and in an age appropriate way
 - Healthy and respectful relationships
 - Boundaries and consent
 - Equality and awareness of stereotyping and prejudice
 - Body confidence and self-esteem
 - How to recognise an abusive relationship, including coercive and controlling behaviour
 - The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, teenage relationship abuse (intimate personal relationships between children), and how to access support
 - What constitutes sexual harassment and sexual violence and why these are always unacceptable

Breaches and 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 or carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available on 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
Child Protection 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 Policy	Includes information about bullying behaviours and vulnerable groups
Acceptable Use of IT Policies	Includes information about children's online behaviour and details about online bullying and 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
RSHE and 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 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106569/Keeping-children-safe-in-education-2022.pdf)

- Definitions - [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/keeping-children-safe-in-education-2022.pdf)
- Simon Hackett (2010) Continuum model of sexual behaviours -
 - [Sexual development and behaviour in children | NSPCC Learning](#)
 - [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: 28th November 2022

Date to be reviewed: October 2023