

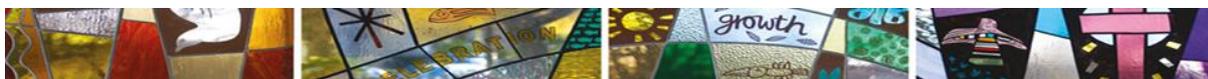
St. Peter's
Church of England Primary School

Child on Child Abuse Policy

This Policy was adopted	May 2024
This policy is scheduled for review	May 2026

Policy Review dates

Version	Author	Date written	Approved	Note of revisions
1.0	Paul Griffiths	March 2022	March 2022	Original
2.0	Paul Griffiths	September 2022	26 September 2022	Change key term from per on peer to child on child Update ref to KCSIE 2022 Changes ref new CPOMS system.



Keeping Children Safe in Education, 2022 states that:

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

KCSIE 2022 Para 447

While it is recommended that Child on child abuse is part of the Child Protection & Safeguarding Policy, due to the sensitive nature and specific issues involved with child on child abuse we have completed this separate policy guidance template. In addition, we have also completed the optional guidance document to support the review of effective practice within the NY SG Partnership Model CP Policy.

In Keeping Children Safe in Education September 2022 Part Five was updated to include child on child sexual violence and sexual harassment. We have therefore incorporated the key guidance from this section which should be accessed for more information. There is additional advice available to schools in the guidance ['Sexual violence and sexual harassment between children in schools and Colleges' DoE September 2021.](#)

Trust Vision

St Peter's School is a proud member of [Yorkshire Causeway Schools Trust](#) YCST.

YCST has a clear vision of a community "Where everyone is valued and respected, where we share a commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation."

School Vision

LOVE, LEARN, SHINE.

SHINE in the light and love of God.

LOVE

We nurture each individual to be happy, healthy and safe, build positive and respectful relationships with others valuing their uniqueness and including everyone.

LEARN

We inspire children to a lifelong love of learning, to develop wisdom, knowledge and skills and be fluent, confident learners who are well prepared for life in a diverse world.

SHINE

We support children to grow and develop socially, emotionally, physically and spiritually, helping them to shine and share their light enabling themselves and others to flourish.

'People do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'.

Luke 8 V16.

Our vision translates directly into this policy in that;

LOVE

All children will be treated kindly and in a nurturing fashion helping them to understand how to build and sustain healthy, positive and loving relationships.

LEARN

We aim to educate children in regard to conducting themselves in a thoughtful and productive manner that recognises and celebrates diversity and difference. We aim to educate all children with regard to what is and is not acceptable and how to confidently report, and where appropriate and safe to do so challenge, all and any forms of abuse, harassment or discrimination.

SHINE

All children are treated with dignity and respect enabling them to grow and flourish. Our school is a place where everyone should be able to shine in a loving and hospitable community.

Context

At St Peter's Church of England School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm when at school, whether from adults or from other children.

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. In this policy we recognise the importance of distinguishing between problematic and abusive behaviour.

Vulnerable Groups

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. These can include children: with experience of abuse within their family; living with domestic violence; young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.

Whilst research tells us it is girls who are more frequently identified as being abused by their peers and girls are more likely to experience unwanted sexual touching in schools, this is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience child on child abuse, but they do so in gendered ways.

Policies

We have the following policies in place that should be read in conjunction with this policy:

- Anti-Bullying Policy
- Child Protection Policy
- Safeguarding Policy
- Behaviour Policy

What is Child on child Abuse?

Child on child abuse occurs when a young person (a child under the age of 18) is exploited, bullied and /or harmed by their peers who are the same or a similar age.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a child's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the children concerned; or
- The perpetrator has repeatedly tried to harm one or more children; or

- There are concerns about the intention of the alleged child. If the evidence suggests that there was an intention to cause severe harm to the victim or to exploit them, this should be regarded as abusive whether or not severe harm was actually caused.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that those reporting abuse are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, and school staff are supported and protected as appropriate.

Prevention

As a school we will minimise the risk of child on child incidents occurring by:

- Providing a developmentally appropriate PSHE and RSE curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe.
- Having a robust online safety programme which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.
- Having robust network monitoring and filtering systems in place to ensure children are safe and act appropriately when using information technology in school.
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Delivering targeted work on assertiveness and keeping safe to those children identified as being at risk, informal through JUST BE counselling session and behaviour sessions between children and class teachers and more formally through structured interventions such as the [RESPECT](#) programme
- Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other children.
- We will ensure that there are clear and consistent boundaries to what is considered to be acceptable behaviour and children will understand the consequences of unacceptable behaviour or language.
- The school will ensure that parents have a clear understanding of behaviours and language that are not acceptable within school.
- Clear and robust systems for recording and monitoring incidents ensuring any patterns or trends can be identified and targeted support given or adjustments to processes implemented as necessary
- Raising staff, child and parent awareness via newsletters, briefings, posters

Allegations against other children which are safeguarding issues

Occasionally, allegations may be made against children by other children in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting, sexual violence or sexual harassment. It should be considered as a safeguarding allegation against a child if some of the following features are present.

The allegation:

Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child

- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other children in the school
- Indicates that other children may have been affected by this child
- Indicates that children outside the school may be affected by this child.

Examples of safeguarding issues against a child could include:

Physical Abuse: Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a child has engaged in such behaviour, including accidentally, before considering the action or sanctions to be undertaken.

Bullying (including cyber bullying): Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both children who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e. g. size, hair colour, race, gender, sexual orientation, and excluding someone from a group on purpose.

Sexting: Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, regardless of their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003

'Upskirting': is a criminal offence – It is defined in Keeping Children Safe in Education 2021 as 'typically involving 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'

Emotional Abuse: Can include blackmail or extortion and may also include threats and intimidation. This harmful behaviour can have a significant impact on the mental health and emotional well-being of the victim and can lead to self-harm.

Sexual Abuse: Sexually harmful behaviour from children is not always contrived or with the intent to harm others. It exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. It can also include indecent exposure, indecent touching /serious sexual assaults or forcing others to watch pornography or take part in sexting.

Teenage Relationship Abuse: Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Sexual Exploitation: This can include encouraging other children to engage in inappropriate sexual behaviour or grooming and recruiting members of the peer group into being sexually exploited by other children or adults. It can also include photographing or videoing other children performing indecent acts.

Child sexual violence and sexual harassment: Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This is likely to adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Examples of what would constitute sexual violence and sexual harassment can be found on pages 100-

101 of KCSIE September 2021. Any forms of sexual violence and harassment should not be passed off as 'banter' or 'part of growing up' or a bit of fun' and must always be taken seriously

Consent

Consent is about having the freedom and capacity to choose. It is important to know that:

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;
- Sexual intercourse without consent is rape.

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation.

Due to their additional training, the Designated Safeguarding Lead should be involved in leading the school response. If in any doubt, they should seek expert advice.

Procedure for Dealing with Allegations of Child on child Abuse

When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern.

If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed. **IF YOU ARE AT ALL IN DOUBT YOU SHOULD DISCUSS IT WITH THE DSL or one of the Deputy DSL's. Their details can be found on the Safeguarding Notices boards by the photocopier and in the entrance area of school.**

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. This should be logged on CPOMS as a safeguarding concern under the category of 'Child to Child Abuse' (see screen shot below).

St Peter's Church of England Primary School | Dashboard | Reporting | Planner | Library | Admin | Account Settings | Add Incident | LOGOUT

Student: Begin typing a student's name

Incident: [Empty text area]

Categories:

- Attendance
- Bereavement
- Child Exploitation
- Child to Child Abuse
- Discrimination (PC)
- Domestic Abuse Notification
- External Agency
- Gender Identity
- Historic Data
- Legacy
- Medical Room
- Mental Health & Emotional Well-Being
- Online Safety
- Pastoral Concern
- Radicalisation / Extremism
- SEND

Child to Child Abuse Subcategories

- Bullying
- Emotional Harm
- Online Bullying
- Physical Abuse
- Relationship Abuse
- Sexual Harassment
- Sexual Violence

Upon receipt of concerns the following principles and process will be applied

The person reporting the abuse will be reassured of the following;

- taken seriously and kept safe; and 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 (one being the DSL, or reported to 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.

Anonymity

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

Considerations (Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)

Consider

- Wishes and feelings of the victim
- how to support the person reporting the abuse and the alleged perpetrator
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks to victim or others
- other related issues and wider context (e.g. CSE)
- nature of the alleged incident
- ages of the children
- development stage of the child

Four Likely Outcomes			
<p>MANAGE INTERNALLY One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy (NSPCC))</p>	<p>EARLY HELP Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework)</p>	<p>REFER TO SOCIAL CARE <i>All incidents where a child has been harmed, is at risk of harm or is in immediate danger. Social Care staff will decide next steps. Be ready to escalate if necessary.</i></p>	<p>REFER TO POLICE <i>All incidents of rape, assault by penetration or sexual assault. (incl. if perpetrator is 10 or under) Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents</i></p>
<p><i>Following all outcomes consideration as to if a risk assessment process is needed in order to manage the any risk going forward.</i></p>			

The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, the police will become involved.

Parents, of both the child/ren being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral.

The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding records.

If the allegation highlights a potential risk to the school and the child, the school will follow the school's behaviour policy and procedures and take appropriate action.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Best practice in relation to record keeping and confidentiality should be adhered to at all times.

If the child has disclosed any potential harm staff need to ensure the principles and best practice of dealing with a disclosure of abuse are followed

In dealing with all child on child concerns consideration will be given to the following.

- [NSPCC Responding to Children Who Display Sexualised Behaviour](#)

Responding to children who display sexualised behaviour

It's important for health practitioners to be able to distinguish normal sexual behaviours from those that may be harmful, and make sure children get appropriate support. Use this guide alongside the resources at nspcc.org.uk/hsbhealth to help you respond in the right way.

Need advice?

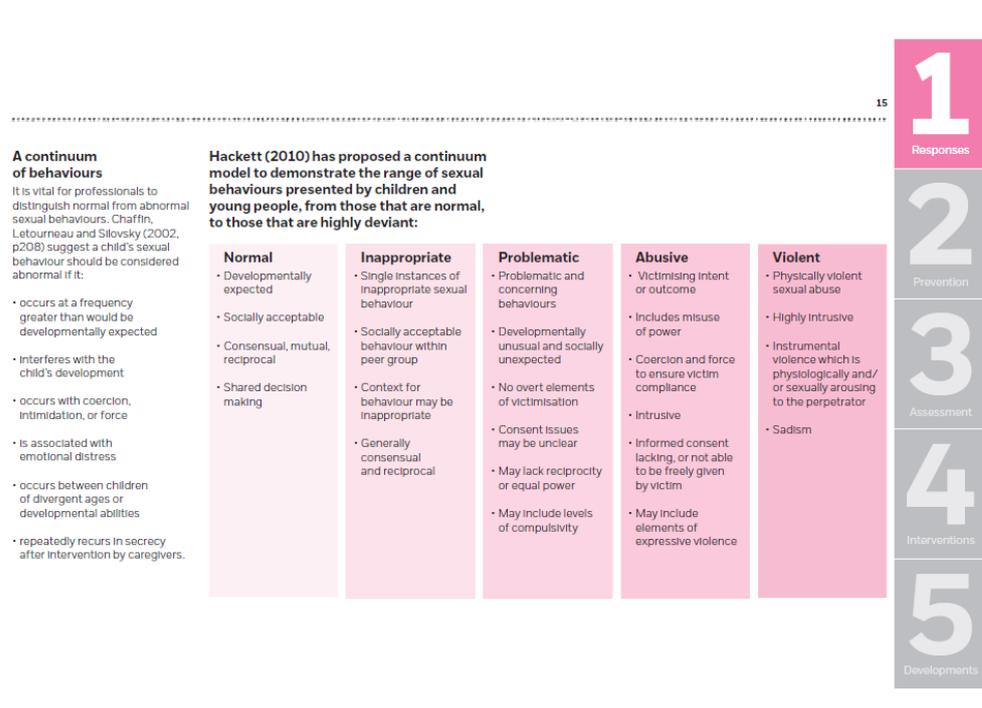
Contact our helpline for advice and support:
 ➤ Call **0808 800 5000**
 ➤ Email help@nspcc.org.uk
 ➤ Visit nspcc.org.uk/helpline

Childline

For children who need further support our free, confidential helpline is available 24/7:
 ➤ Call **0800 1111**
 ➤ Visit childline.org.uk

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> Developmentally expected and socially acceptable behaviour Consensual, mutual and reciprocal Decision making is shared 	<ul style="list-style-type: none"> Single instances of developmentally inappropriate sexual behaviour Behaviour that is socially acceptable within a peer group Generally consensual and reciprocal May involve an inappropriate context for behaviour that would otherwise be considered normal 	<ul style="list-style-type: none"> Developmentally unusual and socially unexpected behaviour May be compulsive Consent may be unclear and the behaviour may not be reciprocal May involve an imbalance of power Doesn't have an overt element of victimisation 	<ul style="list-style-type: none"> Intrusive behaviour May involve a misuse of power May have an element of victimisation May use coercion and force May include elements of expressive violence Informed consent has not been given (or the victim was not able to consent freely) 	<ul style="list-style-type: none"> Physically violent sexual abuse Highly intrusive May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator May involve sadism
How to respond <ul style="list-style-type: none"> Although green behaviours are not concerning, they still require a response Listen to what children and young people have to say and respond calmly and non-judgementally Talk to parents about developmentally typical sexualised behaviours Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse Signpost helpful resources such as our PANTS activity pack: nspcc.org.uk/pants Make sure young people know how to behave responsibly and safely 	How to respond <ul style="list-style-type: none"> Amber behaviours should not be ignored Listen to what children and young people have to say and respond calmly and non-judgementally Follow your organisation's child protection procedures and make a report to the person responsible for child protection Your policy or procedure should guide you towards a designated health safeguarding lead who can be notified and will provide support Consider whether the child or young person needs therapeutic support and make referrals as appropriate 	How to respond <ul style="list-style-type: none"> Red behaviours indicate a need for immediate intervention and action If a child is in immediate danger, call the police on 999 Follow your organisation's child protection procedures and make a report to the person responsible for child protection Your policy or procedure should guide you towards a designated health safeguarding lead who should be notified and will provide support Refer the child or young person for therapeutic support 		

- [The Hackett Continuum of Behaviours](#)



Risk Assessment

Where there has been a report of physical or sexual violence the Designated Safeguarding Lead should make an immediate risk and needs assessment.

If the allegation is of a verbal nature, then the need for a risk assessment should be decided on a case by case basis.

All decisions need to be carefully documented and these records kept securely by the Designated Safeguarding Lead.

It is important to consider the wishes and feelings of the alleged victim, but these should not override any actions in relation to potential safeguarding risks to other children. The potential for ongoing risk of harm towards children and staff should be considered. Sensitivity however is key.

Other related issues and the wider context should be considered as part of the risk assessment

Consideration about how best to support and protect the alleged perpetrator will also be considered. Referrals where appropriate will be made to Early Help or Children's Social Care through the Designated Safeguarding Lead.

If it is considered necessary to involve the police, this will be done in parallel with a referral to children's social care.

Follow up Actions - children sharing a classroom:

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police:

- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school. This is likely to include removing the alleged perpetrator from any classes they share with the victim.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Manage Internally

In some cases, the Designated Safeguarding Lead may make the decision that this is a one-off incident with no significant harm to the child and deal with it internally. The behaviour and bullying policy may be referred to in these incidents. All decisions as well as the alleged incident should be clearly recorded

Support for Children

The age and developmental stage of the alleged victim need to be considered and the risk of any further harm. It is likely that a power imbalance may have been created between the victim and the alleged perpetrator.

Support for children can be available from a variety of agencies. We will support the victim of any sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family. If they are moved, we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

If the offence is of a sexual nature there may be a criminal investigation and guidance about the schools' response to both the victim and the perpetrator would be considered in discussion with the local authority and police.

Where the alleged perpetrator is going to remain at the school, the principle would be to undertake a further risk assessment to consider whether there is a need to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Recommended Resources:

Useful guidance includes:

[Sexual violence and sexual harassment between children in schools and colleges](#)

[Keeping Children Safe in Education 2021](#)

[NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework:](#)

The Brook Sexual Behaviours Traffic Light Tool can also be very helpful in identifying sexual behaviours by children www.brook.org.uk/our-work/the-sexualbehaviours-traffic-light-tool

The UK Council for Internet Safety (UKCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents www.gov.uk/government/publications/sexting-in-schools-and-colleges

Relationship Education and Relationship and Sex Education
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Cyberbullying: Advice for headteachers and school staff
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_1_21114.pdf

Mental health and behaviour in schools www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Gov.uk: Equality Act 2010: advice for schools www.gov.uk/government/publications/equality-act-2010-advice-for-schools