

Child on Child Abuse Policy and Procedures



Preston Grange Primary School

Issue Date: December 2022

Last reviewed: February 2024

Next review due: February 2026

At the time of publishing the following roles were held:	
Designated Safeguarding Lead	Mrs T Taylor
Deputy Designated Safeguarding Lead(s)	Ms J Knowles, Mr J Russell-Thompson, Holly Gibson
Designated Teacher for looked-after or previously looked-after children	Mrs T Taylor
Designated Mental Health Lead (not statutory)	Ms J Knowles
Governor with Safeguarding responsibility	TBC

Approved by¹	
Name:	Health & Safety/Safeguarding committee
Position:	Headteacher
Signed:	
Date:	December 2022
Review date²:	December 2023

¹ This document requires approval from either the Governing Body or Proprietor

² This document must be reviewed annually

*Last Review Date: **December 2022***

Aims

Keeping Children Safe in Education states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of child on child abuse and sets out how allegations will be dealt with along with clear processes as to how victims, perpetrators and any other child affected by such abuse will be supported'.

Whilst it is recommended that child on child abuse is dealt with as part of the Child Protection Policy and procedures, due to the sensitive nature and specific issues involved particularly with child on child sexual violence and sexual harassment, this Policy has been formulated and is designed to be read in conjunction with the overarching principles of the school's Child Protection Policy and procedures.

The aim of this Policy is therefore to ensure that any form of child on child abuse or harmful behaviour is dealt with immediately and consistently. Consequently, when allegations are made and appropriate responses put in place, this will reduce the

extent of harm to those involved and minimise the potential impact on emotional and mental health and well-being.

Ethos

At Preston Grange Primary School (hereinafter referred to as 'the school') the health, safety and well-being of all our children is of paramount importance to all the adults who work here. All our children have the right to protection, regardless of age, disability, gender reassignment, pregnancy, race, religious belief, ethnicity or sexual orientation/identity. They have a right to be safe in our school; this is enhanced by the adoption of a robust Child Protection Policy and procedures, the Behaviour Policy and procedures which includes our procedures for preventing and dealing with cases of bullying (including cyber-bullying, prejudice-based and discriminatory based bullying) and an online safety policy (E Safety Policy) These are available from our school website or on request.

We have adopted a whole school approach to safeguarding and child protection. This means involving everyone, including the Governing Body, the staff and other adults working in the school, the pupils and their parents. All staff have been advised to maintain an attitude of 'it could happen here' and we will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline.

We wish to make it clear to parents, pupils and staff that we have effective prevention measures in place to tackle child on child abuse including sexual violence and sexual harassment and all other forms of abuse between children both within and outside the school. Our approach to sexual violence and sexual harassment is reflected in and is part of our wider approach to safeguarding.

If an incident arises, we will deal with it robustly, quickly and appropriately. We will not tolerate any form of child on child abuse within our school or by association.

Definitions

Within the policy we use the terms victim and perpetrator.

'Victim' is a widely understood and recognised term, but not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. We will use any term the child feels most comfortable with when managing an incident

'Alleged perpetrator(s)' and 'perpetrator(s)' are widely used and recognised terms, but in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what is appropriate and which terms to use on a case- by case basis.

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Child on child abuse may also be referred to as peer on peer abuse or child on child sexual violence and sexual harassment and should be taken to mean child on child abuse of any description.

Entitlement

We are proud to be a Rights Respecting School and this underpins our ethos and our whole school approach.

The [Human Rights Act 1998](#) (HRA) which sets out the fundamental right and freedoms that everyone is entitled to. Being subjected to harassment, violence and or abuse, including that of a sexual nature may breach any or all of the rights made under the HRA depending on the nature of the conduct and the circumstances.

We also have obligations under the [Equality Act 2010](#). We will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment or sexual orientation (protected characteristics). Each child in our school, regardless of their background or home circumstances could be the victim of child on child abuse. They are therefore all entitled to the same degree of protection and support. Each child in our school will also develop the skills appropriate to their age and understanding which could enable prevention of abuse by learning about keeping safe and who to ask for help if their safety is threatened.

Implementation

Rather than duplicating content from Keeping Children Safe in Education (2022) in this policy, it should be understood that our school will always refer to this document as the benchmark for all safeguarding practice.

This policy and supporting procedures apply to all who come into contact with children in the school, including: teachers, teaching assistants, mid-day supervisors, admin staff, meals supervisors, Site Manager,, cleaners, visiting students, parent helpers/volunteers, governors and other visitors including contractors and supply teachers,

This Policy should be read in conjunction with other related school Policies and procedures including:

- Overarching Safeguarding Statement
- Child Protection Policy and procedures
- Online Safety Policy and procedures
- Behaviour Policy and procedures for preventing and dealing with bullying

(including cyber-bullying, prejudice-based and discriminatory bullying and the potential for radicalisation) and racism, drug misuse, positive handling, support and physical intervention etc.

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy • Single Equality Scheme/Objectives
- Special Educational Needs Policy/Information Report
- Attendance procedures
- Missing Child procedures

Roles and Responsibilities

Role of the Governors

The governors will:

- Uphold all responsibilities under the school Safeguarding and Child Protection policy, Keeping Children Safe in Education (2022) and any other relevant statutory guidance.
- Ensure that the schools' Safeguarding and Child Protection policy includes all relevant information as outlined in Keeping Children Safe in Education (2022).
- Ensure that policies (including this policy), procedures and training in the school are effective and comply with the law at all times.

Role of the Headteacher

The Headteacher will:

- Uphold all responsibilities under the schools' Safeguarding and Child Protection policy, Keeping Children Safe in Education (2022) and any other relevant safeguarding statutory guidance and legislation.
- Ensure that this policy and all other relevant policies are followed by all staff.

- Liaise with the Designated and Alternate Safeguarding Leaders about ongoing enquiries, particularly those under section 47 of the Children Act 1989 and police investigations.
- Ensure that the school curriculum includes education opportunities to minimise incidents of peer on peer abuse.
- Ensure that the school site promotes positive behaviour and minimises the opportunity for child on child abuse.

Role of the Designated and Deputy Safeguarding Leads

The Designated Safeguarding Lead will:

- Uphold all responsibilities under the school Safeguarding and Child Protection policy, Keeping Children Safe in Education (2022) and any other relevant safeguarding statutory guidance and legislation.
- Undertake any training required to uphold their post and the responsibilities outlined in this policy.
- Act as a source

- of support, advice and expertise for staff in relation to child on child abuse. •
- Manage disclosures of and concerns about child on child abuse.
- Make referrals to Children's Services and the police as appropriate.
- Ensure that this policy is known, understood and used appropriately by all staff.

Role of all staff

All staff will:

- Uphold all responsibilities under the Schools Safeguarding and Child Protection policy, Keeping Children Safe in Education (2022) and any other relevant safeguarding statutory guidance and legislation. • Make referrals to the Designated Safeguarding Lead in cases where they suspect cases of peer on peer abuse or become aware of cases of child on child abuse.
- Be made aware that children can abuse other children and the forms that this abuse could take. • Be clear as to the school policy and procedures on child on child abuse.
- Be made aware that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- Report any concerns relating to peer on peer abuse to the Designated Safeguarding Lead immediately. • Receive training in how to respond appropriately to incidents of 'sexting'. Where incidents involve sexting or indecent images of children, members of staff will not view, download, print or share images. The Designated Safeguarding Lead should be made aware of the incident immediately.

Responding to concerns or disclosures of child on child abuse

Preston Grange Primary School takes child on child abuse seriously and will respond to all concerns or disclosures of child on child abuse immediately.

If a member of staff has a concern about peer on peer abuse, or if a child discloses child on child abuse to them, they will refer this to the Designated Safeguarding Lead immediately.

Upon receiving a concern, report or disclosure of abuse, the Designated Safeguarding Lead will decide what further action is necessary. Dealing with the allegation or disclosure will be given the highest priority and their immediate attention. The actions taken will be dependent on the type of child on child abuse and the severity of the incident disclosed. The Designated Safeguarding Lead will take contextual factors into account when managing this process.

The Designated Safeguarding Lead (or Alternate) will always consider the following;

- the wishes of the victim and their parents in terms of how they want to proceed. The victims will 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;
- the nature of the alleged incident, including: the level of coercion or threat, whether a crime may have been committed and consideration of harmful sexual behaviour;
- both the chronological and developmental ages of the children involved;
- any power imbalance between the children, including consideration of the age of children and whether children have special educational needs or disabilities;
- the impact on the victim;
- if the alleged incident is a one-off or a sustained pattern of abuse; and
- if there are ongoing risks to the victim, other children or school staff.

Depending on the nature of the incident, the Designated Safeguarding Lead may:

- Seek further information from those involved and witnesses.
- Undertake a risk assessment to ascertain steps necessary to safeguard the victim, alleged perpetrator, adults and other children.
- Decide to manage the concern internally.
- Organise a meeting with relevant staff and agencies to assess risk and agree a safety plan.
 - Refer the victim and/or the perpetrator to local services for Early Help.
 - Refer the case to Children's Services via a MASH referral.
 - Liaise with social workers working with children involved (if applicable).
 - Make a referral to the police.

Supporting the victim

Preston Grange Primary School recognises that child on child abuse has a significant impact on young people, and victims are likely to need ongoing support.

Appropriate support will be put in place for victims of child on child abuse whilst an investigation is taking place and following the initial response. Support will continue for as long as it is needed and will be reviewed regularly to ensure the victim is receiving appropriate care.

The school will do everything we can to maintain the victim's normal routine.

We will do everything we can to protect the victim from further bullying and harassment as a result of their disclosure. Our Wellbeing Support Lead will be allocated to support the victim and they will ensure regular support is in place for the victim. We will agree with the victim who the adults are that they feel safe to talk to and we will ensure that regular communication is in place with the child's parents so they are fully briefed of the

school's actions.

If a victim of child on child abuse moves to a new setting, the Designated Safeguarding Lead will share the necessary information to ensure that support for the child continues.

Supporting the alleged perpetrator

Our school has a responsibility to ensure that an alleged perpetrator continues to receive a suitable education and will consider a range of options in continuing their educational provision.

We recognise that children who perpetrate child on child abuse may be being abused themselves. Our school will continue to safeguard the alleged perpetrator and provide them with support.

A plan to reduce the risk posed by the alleged perpetrator will be put in place as part of the risk assessment made following the alleged abuse. The school may choose to impose a sanction or punishment on the alleged perpetrator following an incident of child on child abuse. Any actions will be determined on a case by case basis and we will follow the schools' Behaviour Policy in determining the level and severity of sanction.

If the alleged perpetrator moves to another School, the Designated Safeguarding Lead will share information as necessary to safeguard the individual and other child at the new setting.

The Designated Safeguarding Lead will take advice from children's social care, specialist services and the police as necessary.

It is good practice for the school (DSL) to meet the victim's parents with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school (DSL) to meet with the alleged perpetrator's parents to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will also be discussed.

Sanctions may include additional supervision of the pupil or protective strategies if the pupil feels at risk of engaging in further inappropriate or harmful behaviour.

The school response might include a sanction (in accordance with our Behaviour Policy and procedures such as an internal exclusion or fixed-term exclusion to allow the pupil to reflect on their behaviour.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this Policy may still be required.

A permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of other children in the school or, where the Head

teacher, in their absolute discretion, considered the actions of the pupil(s) has damaged the school's ethos or reputation.

Disciplinary interventions alone are rarely able to solve issues of peer on peer abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forward.

Part five of [Keeping Children Safe in Education](#) provides examples of situations where specific sanctions have been utilised.

Training

We will ensure that all staff have been trained to recognise and respond to child on child abuse through our annual update training as well as regular review of this policy. We recognise the gendered nature of child on child abuse and all staff understand that all child on child abuse is unacceptable and will be taken seriously.

Procedures to minimise child on child abuse

At Preston Grange Primary School we recognise that some of our children may be more vulnerable to child on child abuse than others. For example, children who have already experienced abuse, those that have special educational needs or disabilities (SEND), children living in care and children who are LGBTQ+ and/or have other protected characteristics under the Equality Act 2010 may be more likely to face child on child abuse than other children.

Our staff are committed to doing all we can to minimise opportunities for child on child abuse. We do this by:

- Always maintaining the mindset that "it could happen here". Pupil voice is at the heart of our curriculum and our staff listen carefully to what our children say

- If a child says something to any adult which causes concern, then the adult should always escalate this immediately in keeping with this policy
- Keeping Safe and Healthy Relationships are taught through both our PSHE and RSHE curriculums. Through our Castles curriculum, pupils understand the school's approach and are clear about the part they can play to prevent child on child abuse, including when they find themselves as bystanders and how to become an upstander
 - Our Wellbeing and Thrive lead offer advice and support to adults and to our children. Children know they can access this support if they are worried.
 - We always take supervision of our children seriously and ensure that all areas of our site, both indoors and out are well supervised by adults who are vigilantWe regularly talk to our children about the adults who are safe for them to talk to if they have any worries
- Our Wellbeing Lead has a wider range of materials available, to ensure this topic is regularly talked about and children know what is safe behaviour and what is not

Considering confidentiality and anonymity

Staff will never promise confidentiality as it is likely that it will be in the best interests of the victim to seek advice and guidance from others to provide support and engage appropriate agencies.

We will only engage staff and other agencies who are required to support the children involved or will be involved in any investigation.

If the victim asks the school not to tell anyone about the sexual violence or sexual harassment, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children. 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. In this event, the DSL will consider the following:

- parents should normally be informed (unless this would put the victim at greater risk);
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger or has been harmed, a referral should be made to children's social care via the Front Door;
- Sexual assault is crime. The starting point is that reports should be passed to the Police.

Ultimately, it is for the DSL (or a deputy) to balance the victim's wishes against their duty to protect the victim and other children. If the decision is taken to go ahead and report the incident, the reasons should be explained to the victim and appropriate specialist support offered.

Additional information on confidentiality and information sharing is available from DfE advice '[Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)' and '[NSPCC: Information sharing and confidentiality for practitioners](#)'.

We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment and will carefully consider which staff should know about the report and any support that will be in place for the children involved.

Full consideration will also be given to the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities and the support which may be required by the victim and his/her family should this situation arise.

Record-keeping

Members of staff will follow the procedures for recording a disclosure outlined in our Safeguarding and Child Protection policy.

References

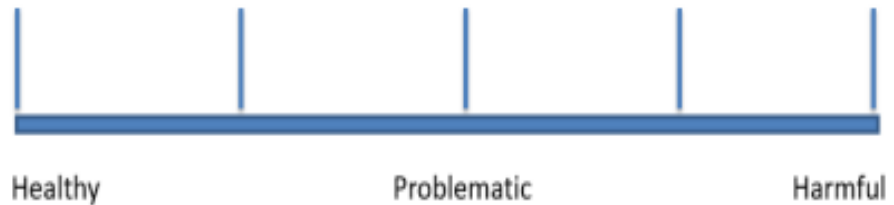
The following documents were used in the creation of this Policy and procedures and should be read in conjunction with this Policy:

- Keeping Children Safe in Education – September 2022 (DfE)
- Sexual Violence and sexual harassment between children in schools and colleges – Rev Sept 2021 (DfE)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers – July 2018 (HM Government)
- NSPCC: Information sharing and confidentiality for practitioners – 2015 (NSPCC)
- Working together to Safeguard Children – July 2018 (HM Government)
- Sharing nudes and semi-nudes - advice for education settings and responding to incidents – December 2020 (UKCIS)
- Searching, screening and confiscation – July 2022 (DfE)
- When to call the Police: guidance for schools – February 2020 (NPCC)

Appendix A

Model continuum for sexual behaviour

This model relates exclusively to sexual behaviour and is not exhaustive. The Brook Sexual Behaviours Traffic Light Tool can also be very helpful in identifying sexual behaviours by children. Staff should always use their professional judgement and discuss any concerns with the Designated Safeguarding Lead (DSL). Where an (alleged) incident involves a report of sexually harmful behaviour, staff should consult the DfE's Advice ['Sexual violence and sexual harassment between children in schools and colleges : advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads'](#) (September 2021).



1. Type of sexual behaviour	Age appropriate, mutual, exploratory	Not age appropriate, sexualised language, touching under clothing	Penetrative, aggressive, violent, highly coercive
2. Context	Open, spontaneous, playful, light hearted	No secrecy or force but other child/ren are uncomfortable	Planned, secretive, elements of threat or coercion
3. Child's emotional response when challenged	Embarrassed, takes responsibility, understands the impact on others	Ashamed, may struggle to accept responsibility but can show empathy / remorse	Angry, denying, aggressive – cannot take responsibility, blames others
4. Response of other children / adults	Engaging freely, happy, may be embarrassed	Uncomfortable but not fearful	Unhappy, distressed, frightened – possible physical injuries
5. Relationship between the children	Similar age / ability, would normally play together	Would not normally play together and / or one child may be more in control than the other	Clear power differences – age, size, status, gender, strength, personality, ability
6. Frequency of the behaviour	Ad hoc or single incidents	Intermittent but may be increasing in frequency	Frequent and disproportionate to other aspects of their life
7. Persistence	Behaviour is ad hoc and the child is easily diverted	Recurring behaviour and difficult to distract / deter but child is responsive	Compulsive / cannot be distracted / appears to be a means to gain comfort or attention
8. Background information	No known concerns	Few or some concerns about the family / other difficult behaviours	Poor attachments / previous abuse / trauma / fire setting / abuse of animals / poor peer relationships

Responses can be 'plotted' on the graph above to reach a decision across all 8 areas of behaviour.