



# Upperby Primary School

## Child on Child Abuse Policy

### School Details

Head teacher:	Mrs P Burns
Designated Safeguarding Lead:	Mrs J Chandler
Deputy Designated Safeguarding Lead:	Mrs J Chan/ Mrs P Burns
Link Governor for Safeguarding:	Mrs C Wilson
Chair of Governors:	Mr W Atkinson
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### Introduction

Child on child abuse left unaddressed, can have a devastating effect on individuals and their families. It can be a barrier to their learning and have serious consequences for their mental health.

If one child or young person causes harm to another, this should not necessarily be dealt with as 'abuse' and will be a matter of professional judgement. Bullying, fighting and harassment between children are not generally seen as child protection issues and would normally be dealt with in line with the school's Behaviour Policy and procedures which includes anti-bullying procedures. However, it may be appropriate to regard a young person's behaviour as 'abusive' if:

- there is a significant difference in power (e.g. age, size, ability, development etc.) between the young people concerned;
- the perpetrator has repeatedly tried to harm one or more other children;
- there are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. The DfE statutory guidance '[Keeping Children Safe in Education](#)' is our first point of reference for child protection and child welfare issues in the school.

### Ethos at Upperby

At Upperby Primary School the health, safety and well-being of all our children is of paramount importance. All our children have the right to protection, regardless of age, disability, gender reassignment, race, religious belief, ethnicity or sexual orientation/identity. They have a right to be safe in our school.

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.

## 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 to ensure that any form of child on child abuse or harmful behaviour is dealt with immediately and consistently.

## Entitlement

We accept and embrace our legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments). 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

This Policy and supporting procedures applies to all who come into contact with children within Upperby Primary School (staff and visitors).

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

- Child Protection Policy
- Online Safety Policy
- Behaviour Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy
- Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Special Educational Needs Policy/Information Report
- Attendance Policy
- Missing Child Policy

## What is child on child abuse

Child on child abuse is behaviour by an individual or group of individuals which can be a one-off incident or repeated over time. Child on child abuse is behaviour that intentionally hurts another individual or group either physically or emotionally. It is more likely that girls will be victims and boys’ perpetrators, but all child on child abuse is unacceptable and will be taken seriously.

Child on child abuse can take many forms including serious bullying (including cyberbullying, prejudice-based and discriminatory bullying); physical harm; abuse within intimate partner relationships; domestic abuse; child sexual exploitation; youth and serious youth violence; financial abuse; initiation/hazing type violence and rituals; harmful sexual behaviour (sexual violence and sexual harassment - Part five of [Keeping Children Safe in Education](#)) and [Sexual Violence and sexual harassment between children in schools and colleges](#); upskirting; sharing nude and semi-nude images and/or gender-based violence and is often motivated by prejudice against particular groups steered by a dislike for a person’s:

- race;
- religion;
- gender;
- sexual orientation;
- special educational needs or disabilities;

or where a child:

- is adopted or in care;
- has caring responsibilities;
- is suffering from a health problem;
- is frequently on the move (e.g. those from military families or the travelling community);
- is experiencing a personal or family crisis;
- has actual or perceived differences, (e.g. physical or cultural differences).

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns.

Abuse is abuse and will never be tolerated or passed off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’ which essentially downplays certain behaviours and can lead to a culture of unacceptable behaviours, an unsafe environment for children and possibly a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence. We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and concerns/allegations are the same as for any other type of abuse.

Preventing violence and abuse and ensuring immediate physical safety is our school’s first priority but we also acknowledge that emotional abuse can be just as damaging, if not more so, than physical abuse. We recognise that abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of abuse having control over the relationship which makes it difficult for the victim to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Children with Special Educational Needs and Disabilities (SEND) or certain health conditions are three times more likely to be abused or exploited than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability or health condition without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

Any reports of abuse by other children and involving children with SEND will therefore require close liaison with the DSL (or deputy) and the SENCO.

Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. KCSIE 2022 now emphasizes that the importance of providing LGBTQ and children with a safe space and for them to speak out or share their concerns with members of staff.

We also acknowledge that low level disruption such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, lifting up skirts etc. and the use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as ‘banter’ or ‘horseplay’, it can also lead to reluctance to report other behaviour.

## Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) will consider the context within which such incidents and/or behaviours occur.

Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to child on child abuse therefore needs to consider the range of possible types of abuse set out above and capture the full context of children's experiences. This can be done by adopting a 'contextual safeguarding' approach and by ensuring that our response to incidents of child on child abuse takes into account any potential complexity.

This Policy and procedures encapsulate a contextual safeguarding approach, which:

- is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- considers interventions to change the systems or social conditions of the environments in which abuse has occurred.

## Types of abuse

There are many forms of abuse that can occur between children and the following list is not exhaustive (definitions of which can be found in our Child Protection Policy):

- Physical abuse
- Bullying - physical, name calling, homophobic etc.
- Cyberbullying
- Bullying which occurs outside the school premises
- Sharing nude and semi-nude images (formerly known as sexting)
- Initiation/Hazing
- Prejudiced-based and discriminatory bullying/behaviour
- Teenage relationship abuse
- Up skirting
- Domestic abuse **KCSIE 2022**

## Child on child sexual violence and sexual harassment

**KCSIE 2022 the term 'child on child abuse' rather than 'peer on peer abuse' is used throughout the updated guidance**

Sexual violence and sexual harassment can occur between two children of any sex. They 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. Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. We recognise the importance of distinguishing between problematic and abusive sexual behaviour.

A model continuum to demonstrate the range of sexual behaviours presented by children can be used when seeking to understand a pupil's sexual behaviour and deciding how to respond to it. This model is replicated at Appendix A.

If staff have any concerns about a child's welfare, they should act on them immediately. Staff in this school will follow the school's Child Protection Policy and procedures and speak to the DSL (or deputy). In the absence of the DSL, staff should raise their concern with a member of the School Leadership Team.

In relation to any reports or disclosures of sexual violence and sexual harassment between children we will:

- make it clear that sexual violence and sexual harassment is never acceptable, will never be tolerated

and is not an inevitable part of growing up;

- challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and other private areas of the body.

Ultimately any decisions on how to proceed with an allegation of sexual violence and sexual harassment will be made on a case by case basis with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the Police as required.

**We have a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated.** All staff have been made aware that even if there are no reports in our school, it does not mean it is not happening – it may be the case that it is just not being reported. If staff have any concerns regarding such abuse they must speak to the DSL (or deputy) as soon as possible.

We will ensure that pupils are aware of the NSPCC dedicated helpline (report abuse in education – **0800 136 663**) for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance.

Decisions about what action to take will consider:

- the wishes of the victim in terms of how they want to proceed;
- the nature of the incident;
- the ages of the children involved;
- any power imbalance between the children;
- whether it was a one-off incident or a pattern of behaviour by the alleged perpetrator;
- that sexual violence and sexual harassment can take place within intimate personal relationships between children; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Some situations, however, are statutorily clear:

- 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;
- rape, assault by penetration and sexual assault are defined in law; and
- creating and sharing sexual photos and videos of under-18s is illegal (see para 3.5 – Sharing nude or semi-nude images). This includes children making and sharing sexual images and videos of themselves.

## Managing a disclosure

Our initial response to a disclosure or report of an incident from a child is that the disclosure will be taken seriously. All our staff know how to complete a child concern record on CPOMs which is a vital part of gathering critical information from a child relating to their disclosure. Staff will also be trained to manage a disclosure/report.

- The member of staff to whom the disclosure is made will reassure the child and any other victims that they will be supported throughout and kept safe.
- A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment nor will a victim ever be made to feel ashamed for making a report.
- Staff will never assume that someone else is dealing with the alleged incident. If in doubt, they will speak to the Designated Safeguarding Lead (DSL).
- Details of the disclosure will be passed to the DSL immediately or as soon as practically possible in the form of a written record. Only the facts as the child presents them will be recorded and staff will be made aware that notes of such reports could become part of a statutory assessment by Children's Social Care and/or part of a criminal investigation.
- The DSL will manage the concern/allegation from the member of staff, child or parent.
- Consideration will be given to how best to keep the victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and where relevant, on transport to and from school.

- While the facts are being investigated, the alleged perpetrator will be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected (particularly if they are closely related to the victim or the alleged perpetrator) will be assessed and, where necessary appropriate plans and strategies put in place.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's Behaviour Policy and procedures.
- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of our Whole School Behaviour Policy including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- The DSL will follow the school's Child Protection procedures which will ensure they gather as much information and context relating to the disclosure as possible. Where necessary, advice will be sought from the Safeguarding Hub who will advise on how to proceed with the concern.
- Other agencies such as Police and Social Care will be notified and become involved if appropriate.

## Gathering the facts

It is important to gather a broad view of the facts at an early stage.

- Wherever possible, manage the disclosure and subsequent interviews of those involved with two members of staff present (preferably one being the DSL or deputy DSL).
- All those involved in the alleged incident should be spoken to individually and separately.
- A statement of facts will be gained from those involved using **consistent language** and **open questions**.
- Only interrupt the child to gain clarity with open questions – where, when, why, who. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene? etc.)
- Staff will not promise confidentiality at the initial stage and will inform those involved who the report will be passed on to.
- Where the report includes an online element, staff will be aware of the DfE advice on [searching, screening and confiscation](#) for schools and guidance issued by [UKCIS](#).

## 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 Safeguarding Hub;
- rape, assault by penetration and sexual assaults are crimes. The starting point is that reports should be passed to the Police.

Ultimately, it is for the DSL (or 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.

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.

## **Response to a disclosure**

We recognise that our initial response to a report from a child is incredibly important. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken for them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. All concerns/allegations of child on child abuse will be handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

Any response will:

- include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate);
- treat all children involved as being at potential risk – whilst the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and at risk of harm themselves. We will ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse and the child who has allegedly been responsible for it.

We will take into account:

- that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address any wider contexts such as the child/children's peer group (both within and outside the school); family; the school environment; the experiences of crime and victimisation in the local community; and the child/children's online presence;
- the changes that may need to be made to the above contexts to address the child/children's needs and to mitigate risk;
- the views of the child/children affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with all those involved and their parents and obtain consent to any referral before it is made, unless informing the parent will put the child at risk of harm. Any decision not to inform the parents will generally be made in conjunction with other services such as children's social care and/or the Police, who would take the lead in deciding when the parents should be informed.
- the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

If a pupil is in immediate danger, or at risk of significant harm, a referral to the Safeguarding Hub and/or the Police will be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

## **Early Help Assessment**

Where appropriate and necessary, the school may undertake or contribute to an inter-agency early help assessment with targeted early help services provided to address the assessed needs of a child/children and their family.

## **Individual risk and needs assessment**

Where there is an incident of child on child abuse, including sexual violence and sexual harassment, the school will undertake a robust risk and needs assessment in respect of each child affected by the abuse including the alleged perpetrator. The risk assessment will:

- consider the victim in the first instance, especially their protection and support;
- consider whether there may have been other victims;

- assess and address the nature and level of risks that are posed and/or faced by the alleged perpetrator(s) and 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;
- engage the child's parents (unless informing the parent will put the child at risk of harm) and draw upon local services and agencies to ensure that the child's needs are met in the long-term. 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. Any such professional assessments will be used to inform the school's approach to supporting and protecting their pupils and updating their own risk assessment;
- consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child involved; and
- be recorded on CPOMs and be reviewed at regular intervals in the light of the child's on-going needs to ensure that progress is being made which benefits the child.

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all the children (and, if appropriate, adult students and staff) at the school and consider any suitable action in light of the Whole School Behaviour Policy and procedures.

If at any stage the child's needs escalate, the DSL should contact the Safeguarding Hub to determine the appropriate course of action.

### **Safeguarding and supporting the victim**

The following principles are based on effective safeguarding practice and will help our decision-making process regarding safeguarding and supporting the victim. The DSL (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. We will:

- consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse;
- consider the needs and wishes of the victim. The victim will be listened to and acknowledged. It is important they feel in as much control of the process as is possible. Where a pupil feels able to deal with the incident on their own or with support of family and friends, the pupils will continue to be monitored and offered support should they require it in the future;
- ensure that 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;
- consider interventions that target a whole class or year group e.g. work on cyberbullying/relationship abuse etc.;
- support the child in improving peer group relationships where bullying is a factor in the abuse and consider restorative justice work with all those concerned;
- ensure that sensitive issues are explored through the use of the curriculum (PSHE and Sex and Relationships Education).

### **Safeguarding and supporting the alleged perpetrator**

The following principles are based on effective safeguarding practice and will support our decision-making process regarding safeguarding and supporting the alleged perpetrator. In relation to this we will consider:

- how we will continue to provide the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions. If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site. Even following the conclusion of any investigation, the behaviour that the pupil has displayed may continue to pose a risk to others in which case, an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all the agencies involved including the pupil and their parents.
- the age and developmental stage of the alleged perpetrator and nature of the allegations. Any child will



likely experience stress as a result of them being the subject of allegations and/or negative reactions by other children to the allegations made against them.

- the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviour in young children may be a symptom of either their own abuse or exposure to abusive practices or materials.

Advice will be sought, as appropriate, from the Safeguarding Hub, the Police and any other agencies or specialist services in order to commission the right support for the child/children concerned.

## Sanctions

Before deciding on appropriate action, the school will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the abuse and the causes of it.

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) such as a missed play-time, SLT supervision or a fixed-term exclusion to allow the pupil to reflect on their behaviour.

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 child on child 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.

## Whole school approach to prevention

Our school's response to child on child abuse will not begin at the point at which a child has been abused. We will proactively gather intelligence about issues between pupils which might provoke conflict. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address. Our school has created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to other pupils. Our school will:

- involve parents to ensure they are clear that the school does not tolerate any form of child on child abuse. We will make parents aware of the procedures to follow if they believe that their child is being abused by another child or children. We want parents to feel confident that our school will take any complaint about bullying seriously and resolve the issue in a way that protects the child. We will expect parents to reinforce the value of good behaviour at home;
- involve pupils. All 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;
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' agreements for computers and consideration of what can still be improved;
- consider how (if at all) the school's physical environment contributed to the abuse, and how this can be addressed going forward, for example by improving the school's safety, security and supervision;
- ensure that any lessons learnt are acted upon swiftly – were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other children in the school;
- implement disciplinary sanctions. The consequences of child on child abuse will reflect the seriousness

of the incident so that others see that abuse is unacceptable, will not be tolerated and will be sanctioned;

- openly discuss differences between people that could motivate abuse, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. We will also include children with different family situations, such as looked after children, those with caring responsibilities and those from a migrant or travelling community. We teach children that using any prejudice-based language is unacceptable;
- provide effective staff training on how to deal with child on child abuse. All school staff (paid and unpaid) understand the principles and purpose of the school's Policy and procedures, how to resolve and respond to problems, and where and when to seek support from others in the school;
- make it easy for pupils to report bullying of any description so that they are assured that they will be listened to and that incidents will be acted on. Pupils should feel that they can report abuse which may have occurred outside school including cyber-bullying and the sharing of nude and semi-nude images via the internet or other mobile device;
- create an inclusive environment where pupils can openly discuss their experiences of child on child abuse, without fear of further abuse or discrimination;
- recognise that some children with special educational needs or disabilities may lack the social or communication skills to report child on child abuse incidents and we ensure our training builds in regular awareness of this;
- frequently address the impact of abuse within the school and what constitutes appropriate, safe and acceptable behaviour with our children and staff.

## References

The following documents were used in the creation of this Policy:

- [Keeping Children Safe in Education](#) – Rev September 2022 (DfE)
- [Sexual Violence and sexual harassment between children in schools and colleges](#) – Rev Sept 2022 (DfE)
- [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) – Rev July 2018 (HM Government)
- [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](#) – January 2018 (DfE)
- [When to call the Police: guidance for schools](#) – February 2020 (NPCC)

A horizontal scale from 0 to 100. The scale is represented by a blue bar with vertical tick marks at 0, 25, 50, 75, and 100. Below the bar, the word 'Healthy' is positioned under the 0 mark, 'Problematic' is positioned under the 50 mark, and 'Harmful' is positioned under the 100 mark.

<b>1. Type of sexual behaviour</b>	Age appropriate, mutual, exploratory	Not age appropriate, sexualised language, touching under clothing	Penetrative, aggressive, violent, highly coercive
<b>2. Context</b>	Open, spontaneous, playful, light hearted	No secrecy or force but other child/ren are uncomfortable	Planned, secretive, elements of threat or coercion
<b>3. Child's emotional response when challenged</b>	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
<b>4. Response of other children / adults</b>	Engaging freely, happy, may be embarrassed	Uncomfortable but not fearful	Unhappy, distressed, frightened – possible physical injuries
<b>5. Relationship between the children</b>	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
<b>6. Frequency of the behaviour</b>	Ad hoc or single incidents	Intermittent but may be increasing in frequency	Frequent and disproportionate to other aspects of their life
<b>7. Persistence</b>	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
<b>8. Background information</b>	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

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