

Bitterne CE Primary School



Child on Child Abuse Policy

Headteacher

Reviewed by	Leadership Team and Full Governing Board	Authorised by	FGB
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Overview

This policy was developed in consultation with members of staff, pupils, parents and governors and is reviewed annually. It was developed in accordance with:

- Keeping children safe in education September 2022
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf
- Working Together to Safeguard Children July 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Sexual violence and sexual harassment between children in schools and colleges 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
- NSPCC Gillick competency Fraser guidelines 2020
<https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines>

1. CONTEXT AND DEFINITION

At Bitterne CE Primary School, our Christian ethos of love, trust and forgiveness underpins our values for equipping children with the skills that will enable them to positively contribute to society. We believe that the key factors that enable a child to develop a sense of self value, personal worth and self-discipline are a whole school approach to behaviour, learning and teaching, a mutual respect and trust for all members of the school community within a positive, safe and caring environment.

We are committed to the prevention, early identification and appropriate management of child on child abuse, to ensure that any form of child on child abuse is dealt with consistently, minimising the potential impact on a child's emotional and mental health and wellbeing. The school's aim is to prevent child on child abuse occurring by encouraging children to respect one another, build love and trust in positive relationships and, through the use of restorative practices, develop forgiveness so that relationships can positively move forward. We are an inclusive school and, as such, aim to effectively communicate with parents so that they are clear of how the school will manage child on child abuse and involve them with the process of developing acceptable behaviour within our community.

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing other children (including online). All staff should be aware of safeguarding issues from child on child abuse including:

- Bullying (including cyber bullying, prejudice-based and discriminatory bullying such as racial bullying and sexual orientation bullying);
- Abuse in intimate personal relationships between children (such as coercive control);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences;

- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

Child on child abuse can be of a sexual nature:

- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as sexting and youth produced sexual imager);
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element),

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives;
- Exposure to domestic abuse or witnessing or suffering abuse;
- Education under-achievement;
- Involved in crime.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can be just as damaging as physical. School staff, alongside their Designated Safeguarding Lead, have to make their own judgements about each specific case and should use this policy guidance to support them.

2. RESPONSIBILITY

Keeping Children Safe in Education 2022 states that:

'governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare and that there should be a whole school approach to child on child abuse. Ultimately, all systems and processes should operate with the best interests of the child at their heart.' (page 26)

At Bitterne CE Primary School, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person with full consideration to impact on that individual child's emotional mental health and well-being.

All staff who work with children in this school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, they should always act in the best interests of the child.

Child on child abuse is referenced in the Safeguarding and Child Protection Policies. The sensitive nature and specific issues involved with child on child abuse necessitates separate policy guidance.

3. PURPOSE AND AIM

Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. The purpose of this policy is to explore the many forms of child on child abuse and include a planned and supportive response to the issues. At Bitterne CE Primary School, we have the following policies in place that should be read in conjunction with this policy: -

- 3.1 Behaviour and Anti-Bullying Policies
- 3.2 Safeguarding Policy
- 3.3 Child Protection Policy
- 3.4 Whistleblowing Policy
- 3.5 Health & Safety Policy
- 3.6 Online Safety Policy
- 3.7 Relationships and Sex Education Policy
- 3.8 Children Well-being Policy
- 3.9 Low-level concern Policy

4. FRAMEWORK AND LEGISLATION

This policy is supported by the key principles of the Children's Act 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together 2018, highlighting that every assessment of a child '*must be informed by the views of the child*' (Working Together 2018 page 21). This is echoed by Keeping Children Safe in Education, 2022 (page 26) through ensuring 'systems are in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback.'

5. INTRODUCTION TO ABUSE AND HARMFUL BEHAVIOUR

Abusive behaviour can happen to children in school, and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and at Bitterne CE Primary school we will have a zero-tolerance approach to it. Abuse should never be tolerated or passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys." (Sexual violence and sexual harassment between children in school 2021 page 9). Equally, abuse issues can sometimes be gender specific e.g. 'it is more likely that girls will be the victims.' Children with special educational needs and disabilities (SEND) are more likely to be abused' (KCSIE, 2022 paragraph 448). It is important to consider the forms abuse may take and the subsequent actions required.

Abuse is a form of maltreatment of a child.

- Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.
- Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.
- Abuse can take place wholly online, or technology may be used to facilitate off line abuse.
- Children may be abused by an adult or adults or by another child or children.
- It can happen inside and outside of school.

Child on child abuse should be taken as seriously as abuse by adults and should be subject, where appropriate, to the same child protection procedures.

6. TYPES OF ABUSE

There are many forms of abuse that may occur between children and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

6.1 PHYSICAL ABUSE (HITING, KICKING, SHAKING, BITING, HAIR-PULLING ETC)

Physical abuse may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

6.2 EMOTIONAL ABUSE

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

6.3 SEXUAL VIOLENCE AND SEXUAL HARASSMENT

The school will follow the DFE guidance: Sexual violence and sexual harassment between children in schools and colleges 2021. All incidents must be referred to the Designated Safeguarding Lead.

Sexual Violence - Children can, and sometimes do, abuse other children in a sexually violent way. Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described as:

- **Rape** - A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration** - A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault** - A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual Harassment - Child on child Sexual Harassment is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim);
- displaying pictures, photos or drawings of a sexual nature;
- upskirting (a criminal offence)

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of sexual images and videos (taking and sharing nude photographs of under 18s is a criminal offence)
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats;
 - coercing others into sharing images of themselves or performing acts they're not comfortable with online.

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. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour, and it may be just as distressing to the young person who instigates it, as well as the young person it is intended towards. Sexually harmful behaviour may include inappropriate sexual language, inappropriate roleplay to sexually touching another or sexual assault/abuse.

6.4 UPSKIRTING

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex can be a victim.

6.5 BULLYING (PHYSICAL, NAME CALLING, HOMOPHOBIC ETC)

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 young people 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 – young people 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. race, ethnicity, size, hair colour, gender, sexual orientation and excluding someone from a group on purpose. (see Anti-bullying Policy)

6.6 ONLINE BULLYING/CYBER BULLYING

Online Bullying/ Cyber bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc) to harass, threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms:

- Abusive or threatening texts, emails or messages;
- Posting abusive comments on social media sites;

- Sharing humiliating videos or photos of someone else;
- Stealing someone's online identity;
- Spreading rumours online;
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games;
- Developing hate sites about another person;
- Prank calls or messages;
- Group bullying or exclusion online;
- Anonymous messaging;
- Encouraging a young person to self-harm;
- Pressuring children to send sexual messages or engaging in sexual conversations.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under Section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene, menacing or false are used for the purpose of causing annoyance, inconvenience or needless anxiety to another and could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18, then this is a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

6.7 SEXTING

Sexting relates to the sending or receiving of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. They are often 'shared' via social networking sites and instant messaging services. 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 should be aware that they could be breaking the law, as these are offences under the Sexual Offences Act 2003.

The school will follow the guidance set out by the UK Council for Child Internet Safety 2016: Sexting in schools and colleges.

6.8 INITIATION/HAZING

Hazing or initiation ceremonies refers to the practice of rituals, challenges and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups.

There are a number of different forms from relatively mild rituals to severe and sometimes violent ceremonies. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse and harassment.

6.9 PREJUDICED BEHAVIOUR

The term prejudice-related bullying refers to a range of hurtful behaviour, which is physical or emotional or both. It causes someone to feel powerless, worthless, excluded or marginalised, and is connected with prejudices around belonging, identity and equality in wider society – for example, disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual etc).

6.10 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. This abuse may be child sexual exploitation.

7 EXPECTED ACTION TAKEN FROM ALL STAFF

Staff should consider the seriousness of the case and decide whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions.

It is important to deal with a situation of child on child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after, as the child or children may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Staff will talk to the children in a calm and consistent manner to reassure them that they are being taken seriously and that they will be supported and kept safe. Staff will not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim be made to feel ashamed for making report.

Staff will follow the flow chart in **Appendix 1** when responding to reports of child on child abuse (Andrew Hall Safeguarding Handbook for School September 2021)

7.1 RECOGNISING CHILD ON CHILD ABUSE

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved;
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability;

- All alleged physical and verbal aspects of the behaviour and incident;
- Whether the behaviour involved inappropriate sexual knowledge or motivation;
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery;
- The effect on the victim;
- Any attempts to ensure the behaviour and incident is kept a secret;
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred;
- Whether this was a one-off incident, or longer in duration.

7.2 RECORDING SEXUALISED BEHAVIOUR

- Be clear, explicit and non-avoidant, and avoid vague statement or euphemisms
- Record on CPOMs system as soon as possible, to avoid forgetting or confusing detail, including a body map
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

7.3 GATHER THE FACTS

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who' (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

7.4 CONSIDER THE INTENT

There may be many reasons why a child harms another emotionally or physically and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or sanction to be undertaken.

Has this been a deliberate or contrived situation for a young person to be able to harm another?

7.5 REPORTING

All incidents and follow up actions will be reported via the CPOMS system, including the use of a CPOMs body map. All injuries will be recorded in the school minor injuries folder and the parents of both involved pupils informed.

7.6 DECIDE ON YOUR NEXT COURSE OF ACTION

If from the information that you gather, you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately, who will make a safeguarding referral to social care and where a crime has been committed, the police (as per the school's Safeguarding and Child Protection Policy).

If social care (Children Resource Service) and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take. It may also be that social care feel that it does not meet their criteria, in which case you may challenge that decision with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Actions will be recorded on CPOMS.

7.7 INFORMING PARENTS/CARERS

The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/cars whether their child is the child who was harmed or who harmed another.

Use the 'Gillick' test and the 'Fraser' guidelines. (NSPCC guidelines)

In all circumstances, where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way.)

8.0 POINTS TO CONSIDER

8.1 WHAT IS THE AGE OF THE CHILDREN INVOLVED?

How old are the young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of five, who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked.

8.2 WHERE DID THE INCIDENT OR INCIDENTS TAKE PLACE?

Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?

8.3 WHAT WAS THE EXPLANATION BY ALL CHILDREN INVOLVED OF WHAT OCCURRED?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying e.g. is this regular or repetitive? Is the version of one young person different from another and why?

8.4 WHAT IS EACH OF THE CHILDREN'S OWN UNDERSTANDING OF WHAT OCCURRED?

Do the young people know/understand what they are doing e.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have an understanding of the impact of their behaviour on the other person?

8.5 REPETITION

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

9.0 NEXT STEPS

Once the outcome of the incident(s) been established, it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

9.1 FOR THE YOUNG PERSON WHO HAS BEEN HARMED

What support they require depends on the individual young person. It may be that they wish to seek counselling or one-to-one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case, it is necessary that this young person continues to be monitored and offered support, should they require it, in the future. If the incidents are of a bullying nature, the young person may need support in improving child groups/relationships with other young people or some restorative practise work with all those involved may be required. 'Support should be tailored on a case-by-case basis' (KCSIE page 108)

Other interventions that could be considered may target a whole class or year group, for example, a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of RSE, PHSE and SMSC that certain issues can be discussed and debated more frequently. Support may also be sought from outside agencies for physical, mental or sexual health needs.

If the young person feels particularly vulnerable, it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

9.2 FOR THE YOUNG PERSON WHO HAS DISPLAYED HARMFUL BEHAVIOUR

It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases, support such as one-to-one mentoring or counselling may also be necessary. 'Support should be tailored on a case-by-case basis' (KCSIE page 108)

Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members. Support may also be sought from outside agencies for physical, mental or sexual health needs.

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative practice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour, it may be a requirement for the young person to engage in one-to-one work with a particular service or agency (if a crime has been committed, this may be through the police or youth offending service). 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.

It may be that the behaviour that the young person 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 of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence ,such as an exclusion or internal exclusion for a period of time to allow the young person to reflect on their behaviour.

9.3 AFTER CARE

It is important that following the incident, the young people involved continue to feel supported and receive help, even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

10 PREVENTATIVE STRATEGIES FOR SCHOOLS AND SETTINGS

Child on child abuse can and will occur in any school even with the most robust policies and support processes. It is important to develop appropriate strategies in order to prevent the issue of child on child abuse.

This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive RSE/PHSE/SMSC curriculum, which tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one-on-one opportunities to be harmful to one another. The school makes sure that 'support and report' signposting is available to young people.

Staff will not dismiss issues as 'banter or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.

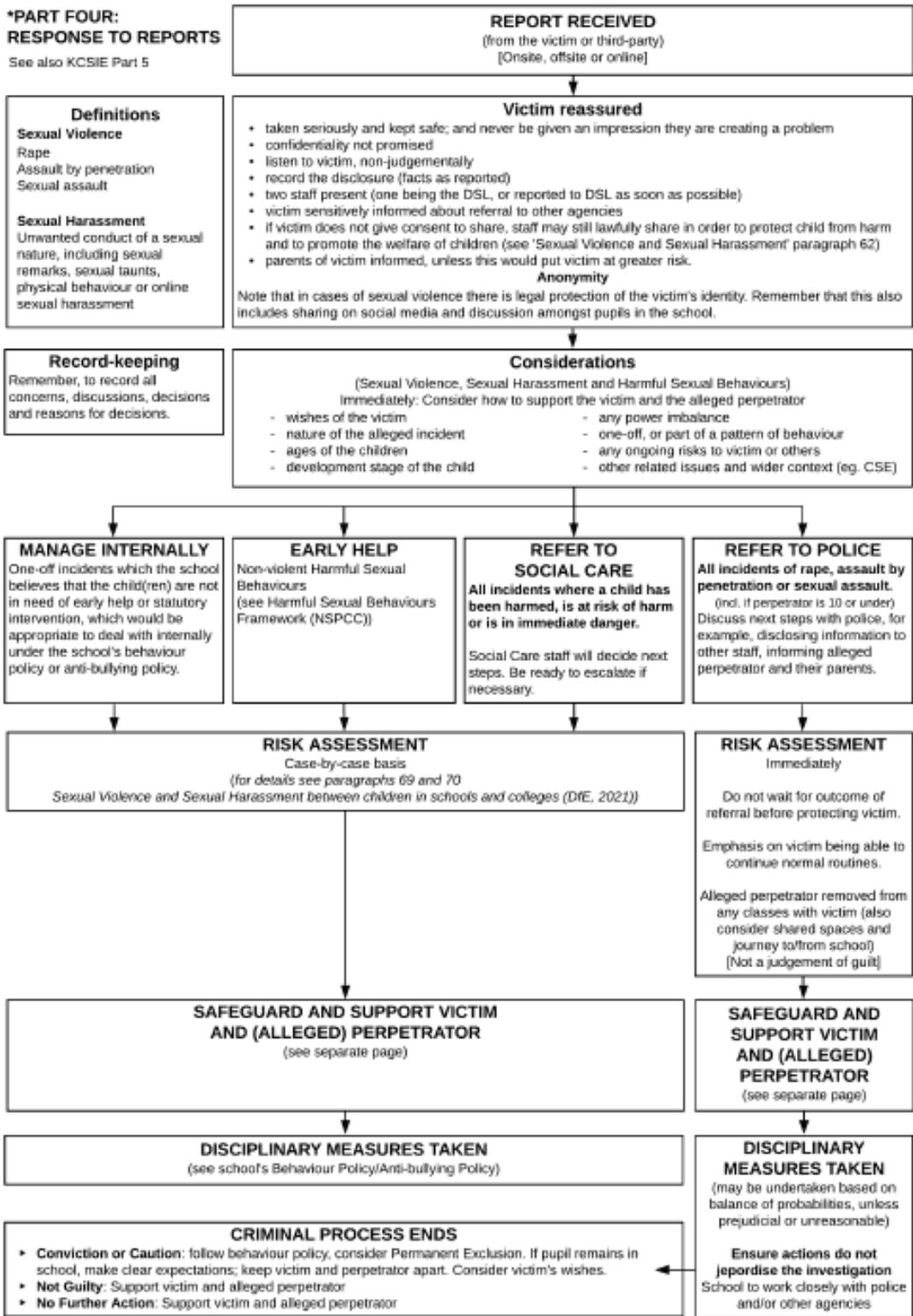
Young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour', and use restorative practice strategies. We involve pupils in the positive ethos in the school of 'love', 'trust' and 'forgiveness'; where all young people understand the boundaries of behaviour before it becomes abusive.

11. Monitoring and Review

This policy will be monitored and the effectiveness will be evaluated in the light of the numbers of child on child abuse incidents recorded, outcomes of actions taken and any concerns raised by children, staff or parents and will be reported to Governors.

Safeguarding Handbook for Schools

***PART FOUR:
RESPONSE TO REPORTS**
See also KCSIE Part 5



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Source:

*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

SVSH Flow Chart for Schools 2021 v.1.0

12. Further information and guidance

DfE: Searching, screening and confiscation January 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

DfE: Preventing and Tackling Bullying July 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

DfE: Cyberbullying advice for Headteachers and school staff 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

DfE: Behaviour and Discipline in schools January 2016

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

The Equality Act 2010 details the school's duties in respect of safeguarding and in respect of pupils with special educational needs (SEN)

<https://www.gov.uk/guidance/equality-act-2010-guidance>

UKCIS -Sexting guidance for schools, 2020

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

Keep children safe online, February 2021

<https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online>

DfE: Teaching Online Safety in Schools, June 2019

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

UKCIS – Tackling race and faith targeted bullying face to face and online: a guide for schools, 2017

<https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools>

DfE: Mental health and behaviour in schools, November 2018

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Brook Traffic Light Tool – Understand, identify and respond to sexual behaviours.

<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-lighttool/>

NSPCC – When to call the police – guidance for school and colleges

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Gillick competency Fraser guidelines

<https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines>

Supporting practice in tackling child sexual abuse - Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

<https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/>

What to do if you're worried a child is being abused – Dfe Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Domestic abuse: how to get help

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

National action plan to tackle child abuse linked to faith or belief

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf

Stop abuse together

<https://stopabusetgether.campaign.gov.uk/>

Lucy Faithful Foundation: Stop it now confidential helpline – Uk-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse.

<https://www.stopitnow.org.uk/>

Keeping your children safe: online and beyond

<https://parentsafe.lgfl.net/>

Rape crisis: National charity and the umbrella body for their network of independent member Rape Crisis Centres.

<https://rapecrisis.org.uk/>

Childline provides free and confidential advice for children.

https://www.childline.org.uk/?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_B_BND_Grant_Childline_Information&utm_term=role_of_childline&gclid=aw.ds&&gclid=EAlaIqobChMIIfLRhez6AIVRrDtCh1N9QR2EAAYASAAEgIc-vD_BwE&gclid=aw.ds