Child on Child Abuse Policy

Respect, Resilience, Kindness

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Approved by:	AIB		
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Contents

Introduction

At Barrow Hill Primary Academy, we have a **zero-tolerance** approach to all forms of child-on-child abuse including sexual violence, sexual harassment (SVSH) and harmful sexual behaviour (HSB). We believe that child-on-child abuse is never acceptable, and it will not be tolerated. It will **never** be passed off as "banter," "just having a laugh," "a part of growing up" or "boys being boys." We will **respond to all signs, reports, and concerns** of child-on-child abuse, including those that have happened outside of our school premises, and/or online. We recognise that children are vulnerable to and capable of abusing their peers, we take such abuse as seriously as abuse perpetrated by an adult. We recognise that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. We acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond.

In cases where child-on-child abuse is suspected or identified we will follow our Child Protection procedures, taking a contextual, trauma-informed, and strengths-based approach to support all children who have been affected by the situation including the victim and **alleged** perpetrator.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2022) and was formulated in consultation with the whole school community with input from: staff and Governors.

This policy is available:

• Online on the school website

• From the school office

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Aims

The policy will:

• Set out our strategies for preventing, identifying and managing peer on peer abuse

• Take a contextual approach to safeguarding all children and young people involved. Acknowledging that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

Understanding child on child abuse

Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing. Sexual harassment and sexual violence may also occur online and offline.

The Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. In this policy we recognise

the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB) and children's naturally inquisitive age appropriate behaviour . We are adopting the NSPCC definition of HSB as: - "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult." We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours (appendix 1) and the Brook Traffic Lights (appendix 2).

Roles and Responsibilities

All staff working with children maintain an attitude of **'it could happen here,'** and this is especially important when considering child-on-child abuse.

The Head of Academy, has overall responsibility for the policy and its implementation and liaising with the Academy Improvement Board, parents/carers, LA (Local Authority), and outside agencies.

Safeguarding is the responsibility of all however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Leads (DSL) and their Deputies in our school are:

- Rebecca Vodden-Page – Head of Academy
- Emma Bell – Early Help Assistant
- Matthew Szadura – KS2 Teacher
- Kirstie Hindle – KS1 Teaching Assistant
- Heidi Ketton – Early Help Manager
- Joanne Mappin – Executive Primary Lead

The nominated Governor with responsibility for child-on-child abuse is Dawn Walton

Definitions

Child-on-child abuse is most likely to include, but may not limited to:

- Bullying (including cyberbullying, prejudiced-based and discriminatory bullying)

- Abuse in intimate personal relationships between children, (sometimes known as 'teenage relationship abuse')

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- Consensual and non-consensual sharing of nude or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm

- Initiation/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). This may also be an indicator of wider exploitation such as Child Sexual Exploitation (CSE) and/or Child Criminal Exploitation (CCE) and/or County Lines.

Recognising

At Barrow Hill Primary Academy, we recognise that behaviours associated with child-on-child abuse take place on a spectrum. Understanding where a child's behaviour falls on this spectrum is essential to being able to respond appropriately to it.

We recognise that all children grow and develop at their own pace. We will use our professional judgement and knowledge of child development when responding to child-on-child abuse.

Vulnerable groups

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

Whist research tells is us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools this is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour.

Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Reporting and Responding

At Barrow Hill Primary Academy, we want children, parents/carers, staff, and visitors to confidently report abuse, knowing their concerns will be treated seriously. We recognise that our school's initial response to a report of child-on-child abuse is incredibly important - how we respond to a report can encourage or undermine the confidence of future victims to report or come forward. As a school we will also respond to reports of alleged child-on-child abuse that have occurred online or outside of school. These reports will be treated seriously, and the school remains committed to supporting and safeguarding all parties including the victim, alleged perpetrator, and any other child(ren) who may be affected.

We will make decisions on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking the leading role and using their professional judgement, supported by other agencies, such as the Local Authority, Children's Social Care, and the Police as appropriate. We will ensure that we reference and follow other school policies and procedures as appropriate.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Children (including bystanders)

It is important to understand that a victim may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. We recognise that in some instances another child may report on another child's behalf. All children will know how to report concerns or incidents of child-on-child abuse.

We ask that all children report any concerning behaviour to a member of school staff – this can be <u>any</u> member of teaching or non-teaching staff, including a class teacher, a TA, the Head of Academy, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our children of who they can report concerns to.

The member of staff will listen to the child and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. In line with the statutory guidance provided in [Keeping Children Safe in Education 2023](), we will never promise a child that we will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child. The member of staff will make a formal record of the concern/report on the school's recording system (Safeguard) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in classrooms where the child can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the children at the start of the year and children are reminded of them regularly. These concerns will be followed-up/responded to by the school's Designated Safeguarding Lead or Deputy.

Parents/carers

We understand that parents and carers may well struggle to cope with making or receiving a report that their child has been the victim of or is an alleged perpetrator of child-on-child abuse.

In line with the statutory guidance provided in <u>Keeping Children Safe in Education 2022 Part 5</u>, we will seek advice and support from other services as decided on a case-by-case basis. All decisions and actions taken by the school will consider the needs of the individual children involved, and the wider school community.

We ask that if parents/carers have concerns about their child experiencing or allegedly perpetrating child-on-child abuse, that they contact the school's Designated Safeguarding

Lead/Deputy or their child's class teacher (either in person, via telephone call or via email) to explain their concerns. The Designated Safeguarding Lead/Deputy will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the Designated Safeguarding Lead/Deputy will make a formal record of the report on the school's recording system (Safeguard) and other relevant members of staff will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers to come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of child-on-child abuse. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations) and ongoing investigations by statutory services. This may mean, at times, that we are not able to provide or share information or updates.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Staff

Our staff work closely with our children and therefore may notice a change in a child's behaviour or attitude that might indicate that something is wrong before receiving a report from a child or a member of the school community. If staff have any concerns about a child's welfare or are concerned that a child is displaying behaviours that may show they have been the victim of or that they are perpetrating child-on-child abuse, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead or directly to the Head of Academy. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the report on the school's recording system (Safeguard.) and other relevant staff members will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g. supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about child-on-child abuse that they have witnessed, or have been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head of Academy/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the concerns on the school's recording system (Safeguard) and other relevant staff members will be alerted. The

Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a child is considered at risk.

Responding to Alleged Incidents of sexual violence and sexual harassment

All reports of child on child abuse will be made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

The immediate response to a report

• Barrow Hill Primary Academy will take all reports seriously and will reassure the victim that they will be supported and kept safe.

• All staff will be trained to manage a report.

• Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.

• A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.

• Where the report includes an online element, the school will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.

• The DSL will be informed as soon as possible.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs' assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs' assessment should consider:

• The victim, especially their protection and support;

• The alleged perpetrator; and

• All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

Risk assessments will be recorded on Safeguard and be kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with Starting Point.

Action following a report of sexual violence and/or sexual harassment

Following an incident, we will consider

• The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;

• The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;

• The ages of the children involved;

• The developmental stages of the children involved;

• Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?

• If the alleged incident is a one-off or a sustained pattern of abuse;

• Are there ongoing risks to the victim, other children, adult students or school or college staff; and other related issues and wider context?

Follow up Actions

Children sharing a classroom:

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

• The perpetrator will be removed from any classes they share with the victim.

• We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school.

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

Options to manage the report

Manage internally

In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded by the designated safeguarding leads and stored on Safeguard.

In line with the above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address nonviolent harmful sexual behaviour and may prevent escalation of sexual violence.

Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to Starting Point following locally agreed protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police

Any report to the police will generally be made through the Starting Point as above. The designated safeguarding lead (and their deputies) will follow local processes for referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police.

Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

The end of the criminal process

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 children.

We will consider any suitable action following our behaviour policy.

If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils in the school. We will ensure all children involved are protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary.

A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

Support for Children Affected by Sexual-Assault

Support for victims of sexual assault is available from a variety of agencies (see Appendix 3).

We will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family.

If they are moved, we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

Where there is a criminal investigation the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings.

We will work closely with the police. Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so.

In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the school, the Head of Academy would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport.

The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Physical Abuse

While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority. When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix 1) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

Online Behaviour

Many forms of child on child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. Policies and procedures concerning this type of behaviour can be found in the anti- bullying policy, online safety policy and child protection policy.

Recording and evaluating

We will ensure a written report is made as soon after the disclosure as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated. We will ensure the Designated Safeguarding Lead (or deputy) will be informed as soon as possible, if they were not involved in the initial report. At Barrow Hill Primary Academy, all concerns are reported on the electronic system Safeguard. We will ensure that details of decisions made and reasons for decisions are recorded as well as any outcomes.

We will ensure that any 'safety plans' are recorded electronically and kept under review. 'safety plans' will be stored on Safeguard.

Strategies for Prevention

Barrow Hill Primary Academy actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

- Educating all Governors, Senior Leadership Team, staff and volunteers, pupils and parents about this issue. This will include training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of child on child abuse, and how to prevent, identify and respond to it at least annually as part of our safeguarding training with on-going training and support throughout the year. This includes:

  o Contextual safeguarding

  o Identification and classification of specific behaviours – SVSH, HSB etc

  o Making it clear there is a **zero-tolerance approach** to child-on-child abuse (especially in relation to SVSH) that it is **never** acceptable and will not be tolerated. Ensuring it is **never** passed off as "banter," "just having a laugh," "a part of growing up" or "boys being boys."

- o Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported

- o Challenging physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts

- o Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)

- o Responsibilities of the Governing body / proprietors / management committee – they must be aware of their statutory safeguarding responsibilities (effective child protection policy – child-on-child abuse policy)

- o Ensuring that all child-on-child abuse issues are fed back to the safeguarding lead/team so that they can spot and address any concerning trends and identify those children who may need additional support

- **Information for children** - this includes:

  - o Promoting our school values and rules at all times (respectful and kind) including through assemblies and our behaviour policy.

  - o Creating an ethos and culture in which all children feel able to share their concerns openly, in a non-judgemental environment, and have them listened to

  - o All children are frequently told what to do if they witness or experience any form of child-on-child abuse, the effect that it can have on those who experience it and the possible reasons for it

  - o They are regularly informed about the school's approach to all forms of child-on-child abuse, including the school's zero-tolerance approach towards all forms of child-on-child abuse, the process for reporting their concerns of child-on-child abuse and where to go for further help, support, and advice

  - o Educating all children about the nature and prevalence of child-on-child abuse via a well embedded RHE curriculum, PSHE curriculum, computing curriculum and wider curriculum

  - o Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)

- **Information for parents/carers** – this includes:

  - o Talking to parents, both in groups and one-to-one

  - o Providing opportunities for parents to be involved in the review of school policies and lesson plans;

  - o Regularly sharing information on safeguarding and policies via newsletters, class Dojo and information events

- o Challenging the attitudes that underlie child-on-child abuse – in school and/or the wider community

- o Ensuring parents /carers are aware of the ethos and culture of the school or college

- **RHE (Relationships and Health Education) / curriculum** -

  - o The school has a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life, which is supported by a planned programme of evidence based RHE curriculum

  - o Our RHE/PSHE programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering children with SEND (Special Educational Needs and Disabilities) and/or other vulnerabilities)

  - o We will, through our RHE/RSHE/PSHE programme promote:

    - ▪ Healthy and respectful relationships

    - ▪ Boundaries and consent

    - ▪ Equality and raise awareness of stereotyping and prejudice

    - ▪ Body confidence and self-esteem

    - ▪ How to recognise an abusive relationship, including coercive and controlling behaviour

    - ▪ The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, teenage relationship abuse (intimate personal relationships between children), and how to access support, and

    - ▪ What constitutes sexual harassment and sexual violence and why these are always unacceptable

• Ensuring that all child on child abuse issues are fed back to the School's safeguarding team and reported on Safeguard so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support. This is done as a standing agenda item for SLT meetings at which all concerns about pupils (including child on child abuse issues) are discussed];

• Challenging the attitudes that underlie such abuse (both inside and outside the classroom);

• Working with Governors, Senior Leadership Team, staff and volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;

• Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;

• Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and

• Responding to cases of peer-on-peer abuse promptly and appropriately.

Multi-agency working

The School actively engages with its local partners in relation to peer-on-peer abuse, and works closely with, Derby, Derbyshire Safeguarding Children Partnership (DDSCP), Starting Point, children's social care, and/or other relevant agencies, and other schools.

The relationships the School has built with these partners are essential to ensuring that the School is able to prevent, identify early and appropriately handle cases of child on child abuse.

They help the School

a) To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist;
b) To ensure that our pupils can access the range of services and support they need quickly;
c) To support and help inform our local community's response to child on child abuse;
d) To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our pupils.

The School actively refers concerns or allegations of child-on-child abuse where necessary to Starting Point. Children resident out of county but attending a Derbyshire school will be reported to their home Starting or equivalent Social Care In cases involving children who are subject to risk, harm and abuse and who have LAC status, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head of Academy and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

You may find it helpful to read this child-on-child abuse policy alongside the other following school policies:

Policy	How it may link
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-Bullying policy	Includes information about bullying behaviours and vulnerable groups
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying

Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RHE / PSHE Policy	Includes information about our school's RHE programme and how we teach about healthy relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: September 2023

Date to be reviewed: September 24

Appendix 1: Simon Hackett Model

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	• Single instances of inappropriate sexual behaviour	• Problematic and concerning behaviours	• Victimising intent or outcome	• Physically violent sexual abuse
Socially acceptable	• Socially acceptable behaviour within peer group	• Developmentally unusual and socially unexpected	• Includes misuse of power	• Highly intrusive
Consensual, mutual, reciprocal	• Context for behaviour may be inappropriate	• No overt elements of victimisation	• Coercion and force to ensure victim compliance	• Instrumental violence which is physiologically and/ or sexually arousing to the perpetrator
Shared decision making	• Generally consensual and reciprocal	• Consent issues may be unclear	• Intrusive	• Sadism
		• May lack reciprocity or equal power	• Informed consent lacking, or not able to be freely given by victim	
		• May include levels of compulsivity	• May include elements of expressive violence	

https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework

This is intended to be used as a guide only. Please refer to the guidance tool at https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Appendix 2: Brook Sexual Behaviours Traffic Light Tool

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation,consensual activities and positive choices

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation,consensual activities and positive choices

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation,consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation,consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

Appendix 3: Further in Further information and support can be found through the following links:

- Part 5: Child-on-child sexual violence and sexual harassment (pages 103-133) of Keeping Children Safe in Education (2023) Keeping children safe in education 2023 (publishing.service.gov.uk)
- Definitions - Keeping children safe in education 2023 (publishing.service.gov.uk)
- Simon Hackett (2010) Continuum model of sexual behaviours -
  - Sexual development and behaviour in children | NSPCC Learning
  - NSPCC Learning Understanding sexualised behaviour in children | NSPCC Learning

Appendix 4: Support for Young People: Local and National

• Child and adolescent mental health services (CAMHS) https://www.derbyshirehealthcareft.nhs.uk/services/childrens-mental-health-services-camhs-derby-and-southern-derbyshire

• Rape Crisis Centre's can provide therapeutic support for children over 13 who have experienced sexual violence.

• Internet Watch Foundation (to potentially remove illegal images) https://www.iwf.org.uk/

Appendix 5: Useful publications

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges

Keeping Children safe in Education –
www.gov.uk/government/publications/keepingchildren-safe-in-education

Preventing youth violence and gang involvement
www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youthviolence

Preventing and tackling bullying in schools
 www.gov.uk/government/publications/preventing-and-tackling-bullying

Other useful documents Sexting in schools and colleges-Responding to incidents and safeguarding   young   people
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

 Peer-on-peer abuse Farrer &Co - Peer-on-peer abuse toolkit, guidance on peer-on peer abuse policy and template peer-on-peer abuse policy
 www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%2014.pdf

Anti-bullying alliance There are some useful links on the section on sexual bullying:- Sexual bullying: developing effective anti-bullying practice- A guide for school staff and other professional
www.antibullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20antibullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17_1.pdf

Preventing abuse among children and young people-guidance from Stop it Now
www.stopitnow.org.uk /files/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf

What is Age appropriate?
http://www.stopitnow.org/ohc-content/what-is-age-appropriate

NSPCC-Harmful sexual behaviour
https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexualbehaviour/

NCB Harmful sexual behaviour
https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmfulsexual-behaviour

NSPCC –Is this sexual abuse?

https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplinesreport-peer-sexual-abuse.pdf

Online sexual harassment Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding
https://www.childnet.com/our-projects/project-deshame

Sexism It's Just Everywhere- a study on sexism in schools –and how we tackle it
https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf

Relationship Education , Relationship and Sex Education HMSO
www.gov.uk/government/news/relationships-education-relationships-and-sex