



Little Houghton CE Primary School

Child on Child Abuse Policy

Our Vision for Little Houghton CEVA Primary School

'Learning for Life'

Through:

- ❖ Growth – realising our potential
 - ❖ Community – sharing and contributing
 - ❖ Spirituality – reflecting and thinking deeply
 - ❖ Environment – appreciating local and global environments
- So that each child can flourish – like a flower of the field (Psalm 103:15)

Mission Statement:

We aspire to attain high academic and moral standards, and to encourage emotional and spiritual development, based on the values of the Christian faith.

Our sense of community is reflected in our Ethos Statement:

We are a Christian school working in partnership with parents and the wider community:

- Which maintains a welcoming, secure and inclusive environment
- Where God's love is demonstrated and taught and where the emphasis is on the value God places on each individual
- Where we promote personal responsibility, good citizenship and Christian and British Values that develop high behavioural and moral standards based on the teachings of Jesus Christ
- Where we aspire to attain high academic standards, enable pupils to achieve their full potential and develop a lifelong love of learning
- Where true faith and sound learning flourish within the traditions of the Church of England
- That reflects on the spiritual values of the Christian church
- That epitomises core Christian values

Little Houghton CE school strives to educate the individual according to Christian principles and values, to be caring in attitude, purposeful in approach and responsible in behaviour.

Introduction

At Little Houghton CE Primary School, we work in line with Keeping Children Safe in Education, 2025, which requires governing boards to ensure their child protection policy includes:

- procedures to minimise the risk of child-on-child abuse
- how allegations of child - on - child abuse will be investigated and dealt with
- details of how the voice of the child is heard
- clear processes as to how victim, perpetrators and any other child affected by child -on - child abuse will be supported
- recognition of the gendered nature of child - on- child abuse (i.e., that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously
- The different forms child on child abuse can take.

The guidance also states that Governing bodies and proprietors should ensure their Child Protection and Safeguarding Policy reflects the fact that additional barriers can exist when recognising abuse

and neglect in this group of children (Children with special educational needs (SEN) and disabilities) These can include being more prone to peer group isolation than other children.

At Little Houghton CE Primary School, we are committed to the prevention, early identification and appropriate management of child-on-child abuse and to ensure that any form of child-on-child abuse or sexually harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and wellbeing. This policy applies to governors and members of staff, including volunteers.

Definition

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Online child-on-child abuse is any form of child-on-child abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content and harassment. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse.

However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned
- The perpetrator has repeatedly tried to harm one or more other children
- There are concerns about the intention of the alleged young person. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive, whether or not severe harm was actually caused.

Vulnerabilities

As a school, we will recognise any child can be vulnerable to child-on-child abuse including:

- Individual and situation factors can increase a child's vulnerabilities to abuse by other children such as the sharing of an image or photograph
- Children who are socially isolated from their peers
- Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse
- Children with certain characteristics such as sexual orientation, ethnicity, race or religious beliefs
- Children with Special Educational Needs and/or Disabilities (SEND)

Prevention

As a school, we will minimise the risk of allegations against other pupils by:

- In line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019, providing a developmentally appropriate PSHE curriculum which

develops children's understanding of acceptable behaviour, keeping themselves safe, the nature of child-on-child abuse and what is meant by consent

- Having a robust approach to e-safety which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking
- Having robust monitoring and filtering systems in place to ensure children are safe and act appropriately when using information technology in school
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued in a non-judgemental environment
- Delivering targeted work on assertiveness and keeping safe to all children
- When required, developing robust risk assessments & providing targeted work for children identified as being a potential risk to other pupils
- Creating a safe culture in school where children feel safe and able to speak openly and honestly.

Allegations against other children which are safeguarding issues

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

- The allegation is made against an older child and refers to their behaviour towards a younger or more vulnerable child
- The allegation is of a serious nature, possibly including a criminal offence
- The allegation raises risk factors for other children in the school
- The allegation indicates that other children, including those outside the school, may have been affected

Examples of safeguarding issues against a child could include:

Sexual Violence and Sexual Harassment

Sexual Violence

Children can, and sometimes do, abuse their peers in a sexually violent way. Sexual violence refers to sexual offences under the Sexual Offences Act 2003/105 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

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

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 and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages (including on social media) and sexual exploitation, coercion and threat.

Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both children who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: 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. The actions are negative and intentional.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e. g. size, hair colour, race, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyber bullying is the use of 'phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Instagram, WhatsApp and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. If the behaviour involves the taking, sharing or distributing indecent images of young people under the age of 18, then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support children may require in these instances, if a

child is 10 and above, the school will have no choice but to involve the police to investigate these situations.

Sexting

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

Emotional Abuse

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

Sexual Abuse and Harmful Sexual Behaviour

Sexually harmful behaviour from children 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 range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. It can also include indecent exposure, indecent touching /serious sexual assaults or forcing others to watch pornography or take part in sexting.

Sexual Exploitation

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

Upskirting

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their buttocks or genitals to obtain sexual gratification or cause the victim humiliation, distress or harm.

Initiation/hazing type violence and rituals

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. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups. The initiation rites can range from relatively benign pranks to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault. Staff will be alert to such behaviour and act in line with our child protection and behaviour policies.

Identifying a child who is being abused by other children

The school will recognise that the signs that a child may be suffering from child-on-child abuse can also overlap with signs indicating other types of abuse and can include:

- refusing to attend school, disengaging from learning or struggling to carry out school related tasks to the standard ordinarily expected
- physical injuries
- experiencing difficulties with mental health and/or emotional wellbeing
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much
- broader changes in behaviour including alcohol or substance misuse
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- abusive behaviour towards others

Abuse affects children very differently. The above list is not exhaustive, and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on the context of their circumstances. Where a child exhibits any behaviour that is out of character or abnormal for his/her age, the school will consider whether an underlying concern is contributing to their behaviour including, whether the child is being harmed or abused by their peers.

Procedure for Dealing with Allegations of Child - on- Child Abuse

When an allegation is made by a child against another child, or about a child -on- child incident they have witnessed or been a part of, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed:

- The member of staff will listen to the disclosure, using open language and demonstrate understanding without judgement
- The school and the Designated Safeguarding Lead will also take account of the wider context in which the alleged incident(s) of child- on- child abuse took place, for example the physical environment of the school; route/travel to and from school; online environment and gender norms
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The Designated Safeguarding Lead may decide to contact the Multi-Agency Safeguarding Hub (MASH) to discuss and seek advice on the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, the police will become involved.
- Parents, of both/all the child/ren concerned with the disclosure/allegation and the alleged victim/s, should be informed and kept updated on the progress of the referral.
- The Designated Safeguarding Lead (DSL) will make a record of the concern, the discussion and any outcome and keep on CPOMS.
- If the allegation highlights a potential risk to the school and the child, the school will follow the school's behaviour policy and procedures and take appropriate action.

- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.
- Where a disclosure or allegation indicates that indecent images of a child or children may have been shared online, the DSL will consider what line of action is to be taken in line with the Child Protection and Online safety policies and whether or not devices are to be confiscated, the police contacted, MASH informed and, if the images have been uploaded to the internet, what specialist help may be required for the images to be removed. The member of staff will listen to the disclosure, using open language and demonstrate understanding without judgement.

After care

It is important that following an incident, the child involved continues 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 children do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g., self-harm).

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