

# Child-on-Child Abuse Policy

Expansive Learning Wigan School

September 2022

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## 1. Scope

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This policy applies to all staff at Expanse Learning Wigan School (hereafter the School)

## 2. Context, Definition and Forms of 'Child on Child' Abuse

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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 their peers and be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- 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
- 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
- consensual and non-consensual sharing of nudes and semi nudes images and or videos(also known as youth produced sexual imagery) 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)

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; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs such as:

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

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

## 3. Responsibility

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Keeping Children Safe in Education (September 2022) states that all staff should be aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of Child on Child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in our school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse, they should speak to the designated safeguarding lead (or deputy) immediately.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

## 4. Purpose of Policy

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The purpose of this policy is to explore some forms of child on child abuse. The policy also includes a planned and supportive response to the issues. At the School we have the following policies in place that should be read in conjunction with this policy:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Sexual violence/sexual harassment Policy
- Behaviour Policy

## 5. Framework and Legislation

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This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document is Working Together, 2018, highlighting that every assessment of a child, 'must be informed by the views of the child'. (Working Together, 2018:21) This is echoed by Keeping Children Safe in Education, 2022.

## 6. Abuse and harmful behaviour

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It is necessary to consider:

- what abuse is and what it looks like
- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individual
- what preventative strategies may be put in place to reduce further risk of harm

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

## 7. Types of abuse

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There are many forms of abuse that may occur between peers 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.

### Physical abuse

This may include hitting, kicking, nipping/pinching, 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 young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

### Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the school Safeguarding and Child Protection Policy and the Sexual Violence/Sexual Harassment Policy.

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 to the young person it is intended towards.

Sexually harmful behaviour may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching

- sexual assault/abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### 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 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., size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

### Online Bullying / Cyber bullying

Online Bullying / Cyberbullying 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

### Sharing nudes and semi nudes

This term relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often ‘shared’ via social networking sites and instant messaging services. This must always be referred immediately to the Designated Safeguarding Lead.

DSL will follow the UKCCIS: Sharing of nudes and semi-nudes December 2020.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1008443/UKCCIS\\_sharing\\_nudes\\_and\\_semi\\_nudes\\_advice\\_for\\_education\\_settings\\_\\_Web\\_accessible\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings__Web_accessible_.pdf)

### Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony 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.

### Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which 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, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

### Teenage relationship abuse

Teenage relationship abuse is 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.

### Upskirting

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

### Expected staff action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions. If in doubt always inform the DSL or an appropriate member of the SLT.

## **8. Recognising peer abuse**

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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.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. 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. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

### Initial response

- Any direct disclosure by a student of abuse should be taken very seriously and managed sensitively. Basic principles of listening sensitively, providing reassurance, not asking leading questions and not guaranteeing confidentiality should be remembered.
- The student will be reassured that they are being taken seriously and that they will be supported and kept safe. They will never be given the impression that they are creating a problem by making a disclosure nor will they ever be made to feel ashamed for making a report.
- The response to all incidents should be conducted in line with the Safeguarding and Child Protection Policy.
- Any incident should be referred to the DSL/DSO without delay.
- The DSL/DSO should meet with staff involved and there should be subsequent interviews with the young people involved, if appropriate.
- If the incident involves the sharing of nudes or semi-nudes, the UK Council for Internet Safety (UKCIS) guidance 'Advice for education settings, responding to incidents and safeguarding children and young people' will be referred to.

## Investigation

- The DSL/DSO will decide if further information is required in order to decide on the best response.
- Staff should be asked to provide relevant facts about the circumstances of students involved which could influence the decisions of the DSL/DSO.
- In incidents that involve young people not at Expanse School, the DSL will decide if there is a need to contact another school, college, setting or individual.
- If it is felt that there is 'reasonable cause to suspect that' the victim is 'suffering, or likely to suffer, significant harm', it might be appropriate to temporarily educate in an alternative class/setting the student against whom an allegation of abuse has been made whilst the investigation is carried out.
- When necessary, the DSL will take advice from Children's Social Care and or the Police on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved, including the student or students accused of abuse.
- If a student against whom an allegation of abuse has been made is required to be interviewed by the police, then the student will be supported during the interview by an appropriate adult.

## Risk Assessment and Referral

- The DSL will assess the risk presented by the incident to the student/students involved and, in conjunction with the Head teacher, will decide whether a referral to the police or social services is required, or whether to proceed using the school's internal support systems. The school may also choose a consequence such as exclusion or internal exclusion for a period of time to allow the young person to reflect on their behaviour, or, if required, Early Help from our local network of supporting services as outlined in the Safeguarding and Child Protection Policy.
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed, or is at risk of serious harm, a referral should be made to Children's Social Care and or the Police. Any staff member can make such a referral but should inform the DSL as soon as possible that a referral has been made.

## Recording Process and Outcomes

- Notes should be made of all conversations and meetings to do with any incident of Child-on-Child abuse. Formal written records should be completed immediately or within 24 hours via Pastoral/Safeguarding event on Databridge. Records should include date, time, place, persons involved, nature of disclosure and any relevant details. Records of all safeguarding concerns are managed by the DSL.
- The DSL will offer ongoing support in the best interests of the students in our care and action may need to be coordinated where there is a wider investigation involving Children's Social Care and/or the Police.

## 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.

## **9. Preventative Strategies**

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Child on Child abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent 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 PSHE/SRE/On-Line Safety/PGW curriculum that 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.

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 student voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'. We involve students in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.

## 10. Where to go for further information

- DfE: Statutory guidance: Working together to safeguard children 2018 <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- DfE: Statutory guidance: Child-on-child [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)
- DfE: Searching, screening and confiscation at school <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- UKCCIS: Sharing nudes and semi nudes
- <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-advice-for-education-settings-working-with-children-and-young-people>
- DfE: Preventing and Tackling Bullying 2017 <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: Relationship and Sex Education <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- DfE: Behaviour and discipline in schools <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- DfE: Children Missing Education <https://www.gov.uk/government/publications/children-missing-education>
- DfE: Mental health and behaviour in schools <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Brook Traffic Light Tool <https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>
- Gov.uk: Equality Act 2010: advice for schools <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Equality and Human Rights Commission: Public Sector Equality Duty Guidance for Schools in England <https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>
- NSPCC: Harmful sexual behaviour framework [https://www.nspcc.org.uk/services-and-resources/research-and-resources/2016/harmful-sexual-behaviour-framework/?utm\\_source=Adestra&utm\\_medium=email&utm\\_content=NSPCC%3A%20Harmful%20sexual%20behaviour%20framework&utm\\_campaign=caspar-newsletter](https://www.nspcc.org.uk/services-and-resources/research-and-resources/2016/harmful-sexual-behaviour-framework/?utm_source=Adestra&utm_medium=email&utm_content=NSPCC%3A%20Harmful%20sexual%20behaviour%20framework&utm_campaign=caspar-newsletter)

## 11. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed.

### Impact of non-compliance:

<b>Staff:</b>	Disciplinary action, Support, Action Plan
<b>Student:</b>	Fixed Term Exclusion, Permanent Exclusion
<b>Legislation/organisational:</b>	statutory and non-regulated compliance, damaged professional/corporate image, loss of funding
<b>Compliance lead:</b>	Headteacher/Pastoral Team
<b>Policy Reference:</b>	ELWS-POL-SAFG-0011
<b>Version:</b>	3
<b>Agreed policy location:</b>	DatabridgeMIS
<b>Does the policy require Governor approval?</b>	No

### Approval

<p><b>Prepared by</b> Scott Roberts (Assoc. CIPD) 06/09/2022</p>  <p>Head of Shared Services</p>	<p><b>Approved by</b> Tony Brown 06/09/2022</p>  <p>CEO</p>	<p><b>Counter Signatory</b> Richard King 06/09/2022</p>  <p>Director of Schools, Pre 16 Education</p>
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### Version Control

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1	29/04/2021	First Issue	29/04/2021
2	05/10/2021	Reviewed in line with KCSIE 2021	04/10/2021
3	06/09/2022	Reviewed in line with KCSIE 2022	05/09/2023
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