



# Stanion C.E (Aided) Primary School

## Child On Child Abuse Policy

*The root of the ethos of Stanion Church of England Primary School is based on the two commandments in Saint Matthew's Gospel.*

*'Love the lord your God with all your heart, with all your soul, and with all your mind.'*

*'Love your neighbour as yourself'*

### Introduction

Keeping Children Safe in Education 2026 states that Governing bodies should ensure that their child protection policy includes:

- procedures to minimise the risk of Child-on-Child abuse;
- how allegations of Child-on-Child abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by Child-on-Child abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- 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; and
- the different forms Child-on-Child abuse can take.

The guidance also states that Governing bodies 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 and disabilities) These can include being more prone to peer group isolation than other children.

While it is recommended that Child-on-Child abuse is associated with the Child Protection and Safeguarding Policy, due to the sensitive nature and specific issues involved with Child-on-Child abuse this separate policy guidance template has been completed to annex Stanion C.E Primary School's Child Protection and Safeguarding Policy. This policy should also be read in conjunction with the Behaviour Policy and online safety policy.

At Stanion C.E 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, members of staff and 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 peer-on-peer abuse with a digital element, for example, making or sharing nudes and semi-nudes, online abuse, coercion and exploitation, child-on-child 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; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- 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 recognise that any child can be vulnerable to Child-on-Child abuse including:

- Individual and situation factors can increase a child's vulnerabilities to abuse by their peers 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 syllabus (CORAM Scarf) which develops pupils understanding of acceptable behaviour, keeping themselves safe, the nature of Child-on-Child abuse and what is meant by consent
- Having a robust Online Safety programme which develops pupils' 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 pupils are safe and act appropriately when using information technology in school
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued in a non-judgemental environment
- When required, developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils
- Creating a safe culture in school by implementing policies and procedures that address Child-on-Child abuse and harmful attitudes, promoting healthy relationships and attitudes to gender and sexuality

### **Allegations against other pupils which are safeguarding issues**

Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, sexual exploitation, bullying, cyber bullying and Making or Sharing Nudes or Semi-Nudes. It should be considered as a safeguarding allegation against a pupil if some of the following features are present.

The allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

## **Examples of safeguarding issues against a pupil 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 as described as:

- Rape
- Assault by Penetration
- Sexual Assault

#### **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 young person 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 (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) 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:
  - Ø non-consensual sharing of sexual images and videos;
  - Ø sexualised online bullying;
  - Ø unwanted sexual comments and messages, including, on social media;
  - Ø sexual exploitation; coercion and threats

## **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 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, 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 and X 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 young people 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.

## **Making or Sharing Nudes or Semi-Nudes**

Making or Sharing Nudes or Semi-Nudes 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**

Can include blackmail or extortion and may also 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 lead to self-harm.

### **Sexual Abuse and Harmful Sexual Behaviour**

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may 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 young people 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 need to be alert to such behaviour and act in line with their child protection and behaviour policies.

## **Identifying a child who is being abused by their peers**

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:

- failing to attend school, disengaging from classes 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 pupil against another student, 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 and the following actions taken:

- 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.

- If the allegation indicates that a potential criminal offence has taken place, the police will become involved.
- Parents, of both/all the student/s 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 will make a record of the concern, the discussion and any outcome using our Safeguarding reporting forms.
- If the allegation highlights a potential risk to the school and the pupil, 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, first response informed and if the images have been uploaded to the internet what specialist help may be required for the images to be removed.

### **Training**

The headteacher is responsible for ensuring that all school staff receive regular training. The Anti-Bullying and Child-on-Child policies are read by all staff annually and staff sign to say they have read, understood and will adhere to the policy.

### **Monitoring the policy**

The headteacher is responsible for monitoring the policy on a day-to-day basis. The headteacher is responsible for monitoring and analysing the recorded data on Child-on-Child abuse. Any trends should be noted and reported.

### **Evaluating and reviewing**

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly Head Teacher report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and Child-on-Child abuse strategies should be reviewed.

The policy is to be reviewed every 12 months.

The governing body agreed this policy on Tuesday 22<sup>nd</sup> September 2026

Policy Review Date – September 2027

Signed\_\_\_\_\_

Headteacher

Signed\_\_\_\_\_

Chair of Governors