



Child on Child Abuse Policy (previously Peer on Peer)

Author:	C Boddington
Updated:	July 2023
Review Date:	September 2024 (in line with any KCSIE updates)
Approved @ Governors:	10/07/2023

Date	Changes & Amendments
03.05.2022	Updated to further reflect specifics in the updated KCSIE 2022
06.09.2022	Updated to further reflect specifics in the updated KCSIE 1st Sept 2022

Contents

Introduction	3
Our Aim	3
What is Child on Child Abuse?	3
Types of Abuse	4
Prevention	7
Management of Child on Child Abuse	8
References / Additional Support and Advice	11
Appendix A - Sexual Violence and Harassment	
Appendix B - Brooke Traffic Light Tool Overview	

Easy to report

- how recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other children affected by child on child abuse will be supported;
- a recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported;
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
- recognition 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

Introduction

Keeping Children Safe in Education (2022) states that “32. 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 or college and online. All staff should be clear as to the school’s or college’s policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it..”

At Old Park we strive to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child’s emotional and mental health and well-being.

Our Aim

At Old Park, we believe that all children have a right to attend school and learn in a safe environment. We recognise that some children will sometimes negatively impact on the learning and wellbeing of others. Such negative behaviour will be dealt with under the school's behaviour policy.

Children and young people may be harmful to one another in a number of ways - this is classified as child on child abuse. This will not be tolerated at this school. It is everyone's responsibility to prevent it happening and this is most likely to be achieved if everyone adheres to the school policy. The aim of this policy is to explore the many forms of child on child abuse and include a planned and supportive response to this.

At Old Park, we have the following policies in place that should be read in conjunction with this policy:

Safeguarding Policy

Values and Well-Being Policy

Online Safety Policy

Social Media Policy

SEN Information Report and Local Offer

What is Child on Child Abuse?

Child on Child abuse is any form of physical, sexual, emotional or financial abuse, and coercive control, between children. Child on child abuse should never be tolerated or passed off as 'banter' or 'part of growing up'. Keeping Children Safe in Education (2022) states that child on child abuse is most likely to include, but may not be limited to:

- physical abuse (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
 - bullying (including cyber bullying)
 - sexual violence and harassment
 - sexting
 - initiating/hazing/rituals
- bullying (including cyberbullying, prejudice-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,⁹ 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,¹⁰ 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 and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- upskirting,¹² which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

With all child on child abuse, the victim(s) will likely find it stressful and distressing, which will impact their readiness to learn. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence has shown that girls, children with SEND and LGBT children are at greater risk.

Types of Abuse?

There are many forms of abuse that may occur between children and this list is not exhaustive.

Physical abuse e.g. (biting, hitting, kicking, shaking, hair pulling etc.)

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, as well as supporting the victim of harm it is important to understand why a young person has engaged in such behaviour, including accidentally.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, physical or emotional abuse 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.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Snap Chat, Instagram, Facebook 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 Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

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

Prejudice-based and Discriminatory bullying

Some groups of young people are more likely to experience bullying than others.

Prejudice-based bullying is any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on [protected characteristics](#) such as:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of KCSIE 2022, all staff working with children are advised to maintain an attitude of 'it could happen here'

Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/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.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

For further information on how sexual violence and harassment is defined, identified and managed, consent and legal responsibilities for schools see <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

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.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure so the schools processes should be followed carefully.

Upskirting

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. Upskirting is a criminal offence.

Sexting

Sexting is when someone consensually or non-consensually shares 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, whatever 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.

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive but children still need to know it is illegal, whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nude and semi-nude images and videos.

Initiation/Hazing/Rituals

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

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

Prevention:

At Old Park, it is important to us to develop appropriate strategies in order to prevent the issue of child on child abuse rather than manage the issues in a reactive way. We recognise that child on child abuse can and will occur even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

We will minimise the risk of allegations against other pupils by:

- Providing PSHE as a key part of our curriculum, alongside our Well-Being and Values Curriculum. This will enable children to develop their understanding of acceptable behaviours, healthy relationships, protective behaviours and keeping themselves safe. child on child abuse will also be covered under this curriculum throughout the academic year and will be a regular focus in assemblies, focus groups and safeguarding 'days'.
- The school uses its values system and expectations as a catalyst to ensure the school culture reflects safety and inclusivity, celebrates difference, uses the language of diversity and includes and empowers all staff and students. Live our values.
- Having effective systems within our school for children to be able to raise concerns with trusted staff, knowing they will be listened to, supported and valued, and that issues will be looked into and addressed.
- Signposting will be made available to all children in the event that they don't feel confident raising an issue to staff or a child. For example, external services or support programmes will be brought in to talk to young people about specific issues in support of the prevention of child on child abuse.

- Old Park will ensure their children are part of changing their circumstances and that of the procedures within schools, by having an active school council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour', where all young people understand the boundaries of behaviour before it becomes abusive.
- Liaising and working with other professionals to develop robust risk assessments for children identified as posing a potential risk to other children.
- Liaising with specialists to deliver appropriate targeted work to children identified as being at potential risk.
- Structured dinner times offer opportunities to develop cooperative behaviour, reinforcing the need to consider others. Encourage 'active play'. Also to have a 'zoned' playground with a designated quiet area. Training for lunchtime supervisors.
- Rota at playtimes and lunchtimes for different playgrounds to keep similar ages of pupils together. Structured games set up at lunchtime to support positive play.
- Rota for Senior Leadership Team to observe and support during the lunchtime hour.
- Be equally concerned about bullying on the way to and from school.
- Discuss with and involve children in setting agreed class and school rules.
- Keep a register of vulnerable pupils and provide 1:1 or small group interventions where appropriate e.g. Play Therapy, SEAL.
- Involve the police where necessary.
- Regularly provide information to parents on how to support our anti-bullying work.
- Provide workshops at parents evening once a year on preventing 'cyber bullying' and safe use of the internet.
- Support National Anti-Bullying week every year and renew our pledge to the DCFS Charter for Action.
- Provide training for Y6 pupils as child Mentors / Playground buddies to work in Foundation Stage and KS1 at lunchtimes.
- Designated staff members have been trained on specific bullying issues (e.g. LGBT) who deliver bespoke sessions to year groups, if specific issues have been raised.
- Positive rewards for children who display friendly behaviour (Celebration assembly) or who report bullying e.g. don't become a bystander.
- Annual survey of pupil views on how safe they feel from harassment and bullying. Results discussed at Senior Leadership Meetings and appropriate action plan drawn up.
- To review policy and practice regularly.
- Provide regular staff awareness raising and training on Anti-bullying issues.
- Behaviour Log review half termly at Senior Leadership Training to highlight concerns and create an action plan to support specific individuals or groups.
- Staff and pupils trained in emotion coaching.

Management of Child on Child Abuse.

1. **Take every report seriously.** Children should never be told to just ignore it, or to change who they are
2. **Avoid stereotypes.** It is not true that girls are like this or all boys are like that. Anyone can be capable of bullying behaviour and it has a serious impact on everyone involved.
3. **Investigate fully.** Find out who else is involved. Bullying is very rarely one-on-one behaviour.
4. **Know when and where to get external advice and support.**
This may be particularly useful for those involved are coming to terms with their gender or sexual orientation.
5. **Monitor the levels of prejudice-based bullying in your school.**
This will help you to take action to prevent and tackle it in an informed way.
6. **Learn from bullying incidents and pupil surveys.** Use these to revise anti-bullying policies and prevention measures.

Procedures for investigating incidents

It is vital for all children to understand that there is zero tolerance for any form of child on child abuse. Staff are alert to signs of distress in pupils. If any type of child on child abuse is suspected, witnessed or reported we recommend these guidelines be followed:

- Take every report seriously, never ignore allegations and avoid stereotypes, (boys are..., girls are..., Joe Bloggs is...) anyone can be capable of harmful bullying behaviour.
- Make sure the child is safe (keep all parties separated to prevent anxieties).
- Choose a suitable time and place to discuss the incident with victims/perpetrator.
- Listen carefully - reassure the child that it will be dealt with as soon as possible (depending upon the type of abuse, contact the appropriate authorities or other support mechanisms for support and advice).
- Investigate fully taking the time to explore in detail talking to everyone who witnessed or may be involved. Gather all relevant evidence from all those involved. If more than one child is involved talk to them individually.
- Remember to ask open questions.
- Discuss next steps with wider SLT for support and refer to the policy, thus ensuring due consideration is made.
- Record the events in writing
- Feedback to parents, class teachers etc. about outcomes or actions taken
- Report incident on behaviour log (MIS and/or My Concern).
- Implement any support or processes that may be required for the victim/s and the perpetrator/s.
- Review the incident to consider any future prevention measures.

Any reported incident of child on child abuse will be dealt with immediately and sensitively. It is important to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. In all cases of child on child abuse,

staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

5 key points

- Never ignore suspected bullying
- **Don't** make premature assumptions or be dismissive (banter, boys are...)
- Listen carefully to all accounts - several pupils saying the same doesn't necessarily mean they are telling the truth
- Adopt a 'problem-solving' approach, which moves pupils on from justifying themselves.
- Follow-up repeatedly, checking bullying has not resumed.

Guidelines for listening to all involved in an incident

1. Take a non-blame stance. "I understand there has been a problem."
2. Request information. "What happened?"
3. Move forward. "That's probably enough about it for now; I think I've got all the information I need."
4. Resolve conflict. "What can you do to improve things?" "What do you suggest happens next?"
5. Agree action (if necessary) e.g. an apology or loss of privileges.
 - a. Arrange a time to follow up and monitor - "We will meet in __ days time to check you are alright / the situation has improved" etc.
 - b. Review - "Can you tell me how you've been getting on?"

Managing pupils where behaviour is escalating

Where behaviour escalates this is covered by our Positive Handling and Restrictive Physical Intervention Policy. Please refer to this policy.

Working with Parents

- Watch for signs of distress in your child.
- Try to establish 'the facts' and write down any key details (e.g. who, when, where) before you approach the child's teacher.
- Try to stay calm. Remember the school may not even be aware that an incident has taken place. Make an appointment to see the child's teacher or a member of the Senior Leadership Team.
- Take an active interest in your child's social life. Discuss friendships, how playtime is spent and their journeys to and from school.
- Do not encourage your child to hit back; it will only make matters worse. Encourage your child to recruit new friends. A child who has friends is less likely to be bullied.
- Don't get angry and threaten to sort the bully out (even though you may feel that way.)

Parents will be informed of incidents of bullying whether they are the parents of the victim or the bully. They will be invited into school to discuss the incident and any follow up action to be taken.

Monitoring

Monitoring with regard to information about incidents of bullying and how they were resolved should take place:

- In the short term e.g. within a few days then a few weeks - to ensure appropriate action was taken and to check for effectiveness e.g. behaviour / situation has improved for isolated incidents.
- In the long term - to identify potential patterns and trends to judge whether the policy is having a real impact e.g. incidences of bullying decreasing or changing in nature.
- Monitoring of individual incidents will be undertaken by the person who dealt with the incident. The SMT will monitor incidents in the 'Serious Incidents and Behaviour Log' every half term.

For the child who has been harmed:

Support required once child on child abuse has been identified will depend on the individual child and the circumstances. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the child may need support in improving peer groups/relationships, which the school will organise. Parents will be informed if such measures are implemented.

Other interventions that would be considered on a case by case basis, may target a whole class or year group. For example, inviting the local PCSO team or charity to lead a talk on cyber bullying, healthy relationships. It may be that through the continued PSHE and Well-Being curriculum that certain issues can be discussed and debated more frequently.

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

Positive Handling

Positive physical contact involving staff and pupils can contribute to the development of a safe, supportive and inclusive school culture. There may be circumstances in which contact with pupils is likely, unavoidable or necessary. Examples occur when members of staff are working with pupils with special educational needs who may require physical prompts or help, children requiring first aid, pupils receiving coaching in sport, as part of a curriculum activity and with pupils in distress who may need reassurance and support.

Staff will need to make professional judgements about the nature and extent of any supportive physical contact with pupils, to ensure innocent and well intentioned actions are not misconstrued. Staff will need to have particular regard for cultural sensitivities,

to the developing awareness of adolescent pupils and in particular, to children who have previously experienced physical or sexual abuse.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the child has behaved in such a way. It may be that the young person is experiencing their own difficulties. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary.

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

Disciplinary Action:

The school will consider whether disciplinary action may be appropriate for any child involved – any such action should address the abuse, the causes of it, and attitudes underlying it.

Disciplinary action may sometimes be appropriate:

- to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour;
- to demonstrate to the child/children and others that child-on-child abuse can never be tolerated;
- to ensure the safety and wellbeing of other children.

However, these considerations must be balanced against the child's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action the School will always consider its duty to:

- safeguard all children from harm;
- the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child;
- the risk that the child may pose to other children; and the severity of the child-on-child abuse and the causes of it.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the school.

Disciplinary interventions alone are rarely able to solve issues of child-on-child abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards. This will feed into the school's existing PSHE and Well-Being Curriculum.

References:

Brook Sexual Behaviour Traffic Light Tool <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

NSPCC Harmful Sexual Behaviour Framework
<https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf>

Child on child Abuse Toolkit <https://www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%2014.pdf>

Exploitation screening tool

<https://www.sandwellcsp.org.uk/key-safeguarding-issues/exploitation/cse/sexual-exploitation-screening-tool/>

Additional Advice and Support:

Issue	Link to advice	Source
Bullying	Preventing bullying including cyber bullying	DfE Advice
Online Abuse	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Violence	Sexual violence and sexual harassment between children in schools and colleges	DfE Advice
Safeguarding	Keeping Children Safe in Education	DfE Advice

Appendix A

Sexual Violence and Harassment Overview:

This can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or harassing a single child or group of children. It can occur in the form of online and offline abuse, both physical and verbal. No form of sexual harassment or violence is acceptable and will not be tolerated as an inevitable part of growing up. It will not be tolerated or dismissed as 'having a laugh' or 'boys being boys'.

Challenging behaviours (potentially criminal in nature) will not be dismissed or tolerated either. These include grabbing bottoms or other private areas; flicking bars and lifting up skirts. By dismissing or tolerating such behaviours, we are at risk of normalising these behaviours.

The departmental advice, when referring to sexual violence refers to sexual offences as described under the Sexual Offences Act 2003.¹⁰⁴ This includes: rape, assault by penetration and sexual assault. The advice sets out that sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. It is likely to violate a child's dignity, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Problematic vs. Abusive Sexual Behaviours

As the NSPCC explains “children’s sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. [Staff] should recognise the importance of distinguishing between problematic and abusive sexual behaviours.

Simon Hackett has proposed the following model to demonstrate the range of sexual behaviours presented by children, which Old Park will refer to in order to understand a child’s sexual behaviour and deciding how to respond to it.

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviour • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of complicity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure compliance • Intrusive • Informed consent lacking or not able to be freely given • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour • Sadism

In addition, Old Park will also refer to the Brooke

Traffic Light Tool to help assess and respond to any child on child sexual abuse or harassment incidents made in school. This splits behaviours within age bands and indicates the level of intervention and support required by schools. See Appendix B for a summary of his toolkit

If an incident of Sexual Violence or Harassment has been reported:

1 - Gather the Facts

All children involved will be spoken separately to by a member of staff deemed appropriate for the incident reported. This will ensure a statement of facts is gathered.

2 - Consider the Intent

Staff will consider whether the reported incident was a deliberate or contrived situation to harm another. If necessary, staff will refer to the NSPCC and Brook tools in assessing the intent and seriousness of incidents reported.

3 - Decide on your next course of action

Depending on the intent and seriousness of an incident, the next course of action will vary. Staff will refer to the Brook Traffic Light Tool (<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>) to assess and manage the next course of action.

If from the information gathered, staff believe any young person to be at risk of significant harm, a safeguarding referral to social care will be made immediately (where a crime has been committed the police should be involved also). If this is the case, school will follow the advice from

external agencies. Parents will be informed following instruction and advice from external agencies.

In all other cases, parents of all children concerned, will be informed once all the information has been gathered and assessed.

Appendix B

KCSIE Sept 2022 - Relevant section below:

Child-on-child abuse

32. 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 or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

33. All staff should understand that even if there are no reports in their schools or colleges 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 their designated safeguarding lead (or a deputy).

34. It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are 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.

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

- bullying (including cyberbullying, prejudice-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,⁹ 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,¹⁰ 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 and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- upskirting,¹² which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

⁹ For further information about sexual violence see Part 5 and Annex B. ¹⁰ For further information about sexual harassment see Part 5 and Annex B. ¹¹ UKCIS guidance: Sharing nudes and semi-nudes advice for education settings ¹² For further information about 'upskirting' see Annex B.