



# Barley Fields

## Primary School

### **Child on Child Abuse Policy 2024-25**

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| Prepared by:                                   | Deputy Head Teacher |
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## Introduction

Keeping Children Safe in Education 2024 states:

***'Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.'***

Furthermore:

***'All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:***

- ***Child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse);***
- ***Behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);***
- ***Staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing;***
- ***Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods;***
- ***Role of the designated safeguarding lead (including the identity of the designated lead and any deputies.***

At Barley Fields Primary School, we take a proactive and child centred approach to all safeguarding concerns and staff are aware of the relevant policies and procedures for safeguarding and child protection.

At Barley Fields Primary School, we 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.

All staff should be aware that children can abuse other children (child on child abuse) and that it can happen both inside and outside of school or college and online (extra familial harm). 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 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 that if staff have any concerns regarding child on child abuse they should speak to their Designated Safeguarding Lead (or Deputy).

This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and act so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children.

All staff must ensure that they reassure any victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impressions that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

- Bullying (including online bullying, prejudice-based and discriminatory bullying);
- Hate incidents and hate crimes which may also include an online element;
- 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);
- Racism;
- 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).

- Harmful sexual behaviour (HSB) which is developmentally inappropriate sexual behaviour which is displayed by children and young people which is harmful or abusive. HSB can occur online and/or face to face, and can also occur simultaneously between the two- and includes, for example:
- 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); and 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;
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse; and:
- Upskirting, which 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;
- Online sexual harassment- this may be stand-alone or part of a wider pattern of sexual violence/or harassment. It may include: consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments and messages, including on social media, sexual exploitation, coercion and threats, and coercing others into sharing images of themselves or performing acts they are not comfortable with online. (Farrer & Co. 2022).

At Barley Fields Primary School, we are committed to the prevention, early identification and appropriate management of child on child abuse. In particular, ensuring that our school staff protect our children by, wherever possible being aware of the nature and level of risk that children are exposed to, having a clear and comprehensive strategy specific to that child's safeguarding context and having a whole school safeguarding approach to preventing and responding to child on child abuse. This policy is preventative in its response to child on child abuse by raising awareness of issues, supporting staff in identifying them with children, and providing appropriate response and intervention that is followed consistently across the whole school workforce. This policy will also engage parents to share information about any risk of harm to their child and be clear on the school's expectations of how this will be managed. (Farrer & Co. 2022)

All staff and governors will sign to say they have read, understood and agreed to work within this policy framework and parents have access to this policy through our website.

### **Purpose and Aim**

***Research has shown that many children who present with harmful behaviour towards others, in the context of child on child abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of another child/children. (Farrer & Co. 2022)***

Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. The purpose of this policy is to explore the many forms of child on child abuse and include a planned and supportive response to the issues linked to this.

At Barley Fields Primary School, we have the following policies in place that should be read in conjunction with this policy:

- MAT Safeguarding and Child Protection Policy;
- Anti-Bullying Policy (which includes online bullying; prejudice-based and discriminatory bullying; positive handling; searching and confiscating);
- Attendance Policy (which includes information about children missing in education and persistent absenteeism);
- Data Protection Policy;
- Online Safety Policy;
- Mobile Phone Policy; (staff and students).

### **Framework & Legislation**

This policy is supported by the key principles of the Children's Act 1989 which states that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is 'Working Together to Safeguard Children' (2018). This document highlights that every assessment of a child should: *'reflect the unique*

*characteristics of the child within their family and community context.'* (Working Together to Safeguard Children, 2018:28). This is clearly echoed by Keeping Children Safe in Education 2023 which states that it should be ensured that procedures are in place in schools and settings to hear the voice of the child and to be mindful of the contexts children live in.

At Barley Fields Primary School, we are committed to the following preventative strategies to protect children from child on child abuse:

### **Preventative Strategies for Schools and Settings**

#### **Recognition**

At Barley Fields Primary School, we have appropriate strategies in order to prevent the issue of child on child abuse rather than simply responding reactively.

We recognise that child on child abuse can and will occur on any site- even with the most stringent of policies and support mechanisms in place. Even if incidents are not being reported, it does not mean that they are not happening; in which case, it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies that support young people and allow them to talk about any issues they may have. Pertinent information should be shared with staff on a need to know basis and staff should be involved in analysing incidents for trends, patterns and the identification of pertinent times and locations around the setting that may appear to be 'less safe'.

Staff will also have access to regular CPD and training to ensure and consistent approach to managing child on child abuse. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. (KCSIE 2023 and 2024).

#### **School Culture and Ethos and a 'Zero-Tolerance' Approach**

Barley Fields Primary School is formally recognised by UNICEF as a Rights Respecting Gold Award School where the United Nations Convention on the Rights of the Child is written into our mission statement and embedded in the culture and ethos of our school. We take a 'zero-tolerance' approach to abuse, harm or bullying (including online bullying and prejudice-based and discriminatory bullying) between children. The Convention on the Rights of the Child is built into our curriculum and into the language we use with children. Our assembly schedule also introduces a 'right of the week' every Monday and specific rights are explained and discussed to empower children to understand their legal rights. Children are described as 'rights holders' and adults in school as 'duty bearers' so that all children become increasingly aware of the responsibility that all adults have in upholding the rights of every child.

Sexual violence and sexual harassment are never acceptable and will not be tolerated or passed off as 'banter'; 'just having a laugh'; 'a part of growing up' or 'boys just being boys', as a failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We regularly share the importance of the UNCRC Article 2 with all children (No Discrimination) which reads as follows:

***All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or a girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.***

***(Article 2 -The UNCRC)***

In school , we recognise, acknowledge and understand the scale of harassment and abuse. This means that all staff will challenge any form of behaviour both on or offline, from language and comments to physical behaviour (potentially criminal in nature) such as unwanted and unacceptable physical contact (touching or grabbing bottoms, breasts, genitalia, pulling down trousers, flicking bras and lifting up skirts). Dismissing or tolerating such behaviours risks normalising them. All staff will ensure that any concerns and information are shared directly with the Designated Safeguarding Lead (or Deputies) and recorded factually and accurately as soon as possible on CPOMS to prevent any escalation or further incidents.

### **A Safe Environment to Share Concerns Alongside a Positive Curriculum**

In school, it is important that an open environment is nurtured where children feel safe to share information about anything that is upsetting them or worrying them. As referenced earlier, Barley Fields is a UNICEF RRSA GOLD school where the United Nations Convention on the Rights of the Child is fundamental to our mission statement, our curriculum and our practice. Our status as a GOLD award school considerably strengthens an open and nurturing environment where children feel safe and understand that all adults are responsible for upholding their rights which are enshrined in law.

Our curriculum, assembly schedule (including class assemblies) is built around the rights of the child and our curriculum also strengthens an open and safe environment through our strong and positive curriculum offer for PHSE/SMSC/RSE which openly tackles issues such as prejudice-based and discriminatory behaviour and gives children an open forum to talk things through as opposed to seeking one on one opportunities for harm based on discriminatory attitudes. Our curriculum is tailored to the specific needs and vulnerabilities of individuals- including those children who are or have been the victims of abuse and children with special educational needs and/or disabilities.

All staff are made aware that children may not feel ready, or even know how, to tell someone that they are being abused, exploited, or neglected and they may not recognise their own experiences as harmful. Children may feel embarrassed, ashamed, humiliated or threatened and this could be due to their vulnerability, disability and/or sexual orientation or language and communication barriers. This should never prevent staff from having professional curiosity and speaking to the DSL or Deputy DSL if they have any concerns about a child. It is important that staff determine how best to build trusted relationships with children and young people which facilitate communication. At Barley Fields, we use the language of the UNCRC and rights to empower children to understand that they have legal rights and that all adults are responsible for ensuring that these rights are upheld.

To enable an open and honest environment, it is necessary to ensure that Governing Bodies and Proprietors feel confident that the whole workforce is supported and enabled to talk about issues and challenge perceptions of children including the use of inappropriate language and behaviour towards one another. In order to create and maintain such an environment, it is necessary for whole class training and ongoing CPD around abusive behaviours and talking to children in a way that continues to create an open and honest environment which is free from prejudice. Again, our commitment to the UNICEF RRSA means that we use the positive language of rights to empower children as rights holders and to describe adults as duty bearers. This is in line with school's legal obligation under the United Nations Convention on the Rights of the Child (1992); the Human Rights Act (1998); The Equality Act (2010) (including the Public Sector Equality Duty) and local multi-agency safeguarding arrangements.

It is important that staff consider each issue and each individual in their own right before acting. If staff minimise any concerns raised, it may result in a child seeking no further help or advice. Effective systems are in place relating to causes for concern and disclosure and these are well promoted, easily understood and easily accessible for children to report any form of abuse, exploitation or neglect, knowing their concerns will be treated seriously and knowing that they can express their views safely.

Staff are enabled to discuss issues about online access and support and reinforce appropriate behaviours online including understanding why age limits are in place on social media platforms; encouraging children to share online concerns, talking about issues that have happened in an open forum and working closely with parents. (*Farrer & Co. 2022*)

All staff members are aware that technology is a significant factor in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases, abuse will take place both online and offline. Children can also abuse other children online. This can take the form of abusive, harassing and misogynistic/misandrist messages; the non-consensual sharing of indecent images (especially around chat groups) and the sharing of abusive images and pornography to those who do not want to receive such content.

We have a clear Online Safety and Mobile Phone Acceptable Use policy and these give clarity and outline the expectations to children about their role in keeping themselves and others safe regarding the use of technology both inside and outside of school.

Additionally, our computing curriculum is built around online safety and children's daily access to their own allocated iPad presents the opportunity for all teachers to put policy into practice and to teach the importance of online safety and the long-term impact of individual digital footprints. The use of SEESAW as an online learning platform provides

the ideal opportunity for children to be taught about online safety and acceptable usage of technology. Children are taught the importance of logging out of the platform after use; the importance of password security and the need for positive, constructive and respectful comments when they are leaving peer feedback on the platform. This is mapped out in our PSHE curriculum and our Computing curriculum which is based on the principles included in the **Education for a Connected World Framework** which describes the digital knowledge and skills that children and young people should have the opportunity to develop at different stages of their lives. Children are also reminded regularly of the function and purpose of the school's firewall system which is provided by SECURLY. This is in line with the key change to KCSIE in the 2023 version which was linked to filtering and monitoring. Children are empowered to report online abuse through regular exposure to CEOP Education and how to recognise and use the CLICK CEOP button to report abuse.

Schools which excel at tackling bullying (and child on child abuse) have created an ethos of good behaviour where pupils treat one another and school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others, permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. (*Preventing & Tackling Bullying 2017*)

### **Involve Parents**

Our suite of safeguarding and child protection policies are accessible to parents via our school website. Additionally, our website includes a page dedicated to supporting parents with online safeguarding advice through easily accessible guides for popular websites, games and social media provided by National Online Safety.

Where the school has concerns about child on child abuse, open, frank and honest conversations are conducted with parents so that solutions can be found in partnership with home and school. Parents will be invited to any pertinent and relevant training sessions that the school can offer in relation to safeguarding, child protection and child on child abuse – including cyberbullying and online safety. These measures will help to alleviate concerns and worries and create a joined-up approach – supporting parents in how to approach conversations with children with the same consistency as they are approached in school.

At Barley Fields Primary School, we ensure two-way communication is available through a number of platforms so that both parents and staff can work together to deal with any issues. Parents of children in Year 5 & 6 are clear on our rules and expectations regarding children's mobile phones in school and are bound by our Acceptable Usage policy.

### **Signposting**

Although every effort is made to create an open and safe environment where, as rights holders, children feel safe to seek support and advice from adults who are described as duty bearers, it is also important that effective signposting is available to young people in the event that they do not feel confident in raising an issue directly with a member of staff or a trusted peer.

It is therefore useful for the school setting to include effective signposting for children so that they can seek their own solutions, should they wish to do so. Our Digital Leaders Resource Board is an example of effective signposting – this board provides advice and information on issues such as cyberbullying and the safe use of social media/gaming platforms as well as information about CEOP and how to report online abuse. Guides, pamphlets and supportive literature including information about who to talk to regarding any concerns are freely available for children to access and take home if they wish to do so.

School also works with the NSPCC to allow children access to age appropriate workshops to educate them about abuse and to empower children so they know what to do and where and when to seek support should they ever need to.

### **Forums for Children to Make Changes and to Have Their Voices Heard**

Barley Fields Primary School is a UNICEF Rights Respecting Schools GOLD AWARD school. Our policies, procedures, practice, ethos, culture and environment are based on the 42 rights enshrined in the United Nations Convention on the Rights of the Child which came into UK law in 1992. At Barley Fields Primary School, we teach about rights, through rights and for rights and we have a very active school council which works in partnership with UNICEF to support. Consequently, we have an active school council, which works in collaboration with UNICEF to uphold the rights of children in our school, our local area, our country and internationally. The work of the school council supports UNICEF's OUTRIGHT campaign on an annual basis and provides a powerful forum for children to discuss their rights and hold adults to account for ensuring that they are always upheld. Pupil voice is a fundamental element of our monitoring processes in school. Children are regularly asked about their education and wellbeing through our bespoke

key stage monitoring days and pupils have the opportunity to respond to our Pupil Voice Questionnaire – provided by UNICEF and distributed through Microsoft Forms. Children can respond anonymously and these questionnaires are analysed for school improvement purposes.

### **Partnership Working**

Multi-agency working can consolidate in house procedures in schools/settings. By accessing advice, support and guidance, effective decisions can be made in collaboration to improve outcomes for children who may be at risk of harm. Seeking advice and guidance can act as a preventative measure, so that the right course of action is taken at the earliest opportunity. It is necessary that the school/setting actively refers concerns/allegations of child on child abuse where necessary to front door services/children's social care and the police where appropriate. This is particularly important because child on child abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the incident cannot be managed internally) to try to address this issue alone- it requires effective partnership working. (*Farrer & Co. 2022*)

At Barley Fields Primary School, we work proactively with a range of services and outside agencies and access advice from appropriately qualified professionals when and where required. We engage with services provided through local safeguarding arrangements and whenever we have concerns which require advice and support, the DSL and DDSs are proactive in contacting the Hartlepool and Stockton Children's Hub (CHUB) on 01642 130080. The CHUB is a multi-agency safeguarding mechanism which brings together professionals from children's services and social care; health professionals and the police. Additionally, school works closely with a number of Virtual Schools to support our most vulnerable looked after children as well as professionals from Stockton's Help & Support Service (previously Early Help) as well as our own privately contracted counsellors from ABC Counselling Services. The involvement of the professional services outline above, means that school has an established multi-agency approach to all safeguarding issues including any concerns regarding child on child abuse.

### **Child-on-Child Abuse Explained Further**

For these purposes, 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. Child on child abuse can take various forms, including: bullying (including cyber-bullying, prejudice-based and discriminatory bullying), intimate personal relationships between children (also known as teenage relationship abuse), physical abuse, sexual violence, sexual harassment, consensual and non-consensual sharing of nudes and semi-nudes images and/or videos, causing someone to engage in sexual activity without consent, upskirting and initiation/hazing type violence and rituals (KCSIE, 2024). It may also involve gang related behaviours, including serious violence and county lines. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to child on child abuse therefore needs to consider the range of possible types of child on child abuse set out above and capture the full context of children's lived experiences. This can be done by adopting a Contextual Safeguarding approach and by ensuring that school's response to alleged incidents of child on child abuse considers any potential complexity. (*Farrer and Co. 2022*)

Research suggests that child on child abuse remains a serious concern affecting children in the UK (*Farrer and Co, 2022*). Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Research suggests that child on child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. It is more likely that girls will be victims and boys perpetrators, but all child on child abuse must be taken seriously (KCSIE, 2024). Barriers to disclosure will also be different. As a result, schools need to explore the gender dynamics of child on child abuse within their settings and recognise that these will play out differently in single sex, mixed or gender imbalanced environments (*Farrer and Co. 2022*). It is critical to be aware of the role that inequality and discrimination can play in child on child abuse. Socio-economic inequality within a school or college can increase bullying, and racial and ethnic minority status can be a risk factor for victimisation by peers. Children from minority groups are at much higher risk for poor health and behavioural outcomes as a result of discriminatory bullying. LGBTQ children may also be at greater risk of abusive behaviour from their peers. (*Farrer and Co, 2022*) It is important to consider the forms abuse may take and the subsequent actions required.

### **Children with Special Educational Needs**

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. These include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs' and;
- Communication barriers and difficulties in overcoming these barriers.

To address these challenges, schools or colleges should consider extra pastoral support for children with SEND or certain medical conditions particularly when investigating any form of child on child abuse.

### **Children Who are Lesbian, Gay, Bi or Trans (LGBT)**

Children who are LGBT can be targeted by other children and risks can be compounded where children who identify as LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

### **Intersectionality**

Intersectionality is the recognition that people's experiences are shaped by their multi-layered identities.

A person's interactions with the world are shaped by their ethnicity, age, gender, sexuality, class and abilities, and these aspects of a person's identity interrelate. Someone may experience racism, sexism and ageism collectively or individually at different times and in different environments. The effect of a child's experiences may influence whether he/she is comfortable accessing support if they are a victim of child on child abuse.

*(Farrer & Co. 2022)*

### **Adultification**

This is a form of racial prejudice in which children from minority groups are treated as more mature than they actually are by a reasonable social standard of development. This may lead to failure to recognise victims of child on child abuse and to respond appropriately to the experiences of children from minority ethnic groups. While adultification can impact all children in certain ways, it is important that there is an acknowledgement that it specifically affects black children.

*(Farrer & Co. 2022)*

### **Language**

For the purpose of this policy, the language used refers to 'victims'. It is a widely recognised term; however, all children may not recognise themselves as a victim or want to be described in this way. The term 'alleged perpetrators' is also used. This is to ensure that children are not given 'labels' about their behaviour unfairly and without any full and thorough, conclusive investigation and because they themselves found the abusive behaviour harmful or may have been a victim of previous harm.

The language used is to support victims so that they can understand that they will always be believed, supported, listened to and taken seriously. The language used to children and parents in the reporting of any incidents that may have occurred could impact on any future rehabilitation of children following any investigations that may occur. The use of certain words can be both inflammatory and distressing for children and their parents, so care will be taken in the discussion of incidents with parents to ensure they are factual and accurate.

### **Types of Abuse**

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

### **Bullying (including Cyberbullying, Prejudice-Based and Discriminatory Bullying)**

The new definition of bullying is, 'a person who habitually seeks to harm or intimidate those who they perceive as vulnerable'. *(Taken from the Oxford, Cambridge and Collins dictionary, updated 2018)*

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

*(Preventing and Tackling Bullying July 2017)*

### **Online/Cyber Bullying**

Online/cyber bullying is the use of phones; instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. Many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This means that some children, whilst at school or college, sexually harass, bully and control others via their mobile and smart technology, share indecent images; consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

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 sexual 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 (including hate incidents and hate crimes which may also include an online element)**

The term prejudice-based and discriminatory bullying refers to a range of hurtful behaviour, physical or emotional or both and online, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with 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 (homosexual, bisexual, transsexual). This can also be described as a hate incident or crime.

### **Abuse in Intimate Personal Relationships Between Children (Teenage Relationship Abuse)**

Abuse in intimate personal relationships between children is defined as 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 abuser 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.

### **Physical Abuse e.g. (biting, hitting, kicking, 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 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.

### **Racism**

Racism occurs when a person is treated less favourably because of their skin colour, nationality, ethnicity, or cultural group. Racist behaviour can include verbal abuse, physical attacks, exclusion from activities or opportunities and microaggressions, which can be conscious and unconscious. It can occur in person or online.

### **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 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. It can 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.

### **Sexual Violence**

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below:

**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. (Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual. B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

### **Sexual Harassment**

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. In referencing sexual harassment, it is in the context of child on child sexual harassment. 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 and colleges 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;
- Displaying pictures, photos or drawings of a sexual nature;
- Upskirting (this is a criminal offence);
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- Consensual and non-consensual sharing of nude and semi-nude images and videos;
- Sharing of unwanted explicit content;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media;
- Sexual exploitation; coercion and threats.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and college. It can also 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. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated by factors outside the school or college, including intimate personal relationships. It is essential that 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. Staff should be aware that is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

### **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. It is now a criminal offence.

### **Online Sexual Harassment including Consensual and Non-Consensual Sharing of Nudes and Semi-Nudes Images and/or Videos**

This is also known as sexting or youth produced sexual imagery. 'Youth Involved/Produced' includes children sharing images that they, or another child, have created themselves.

'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the policy).

Sexting (more commonly known as) 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 occur in any relationship, 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.

## **Harmful Sexual Behaviour**

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. The umbrella term is 'harmful sexual behaviour' (HSB). Harmful Sexual Behaviour can occur online and/or face to face and can also occur simultaneously between the two.

When considering Harmful Sexual Behaviour, ages and stages of development of children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, e.g. the child is disabled, or smaller in stature. Harmful sexual 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 harmful sexual 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. Harmful sexual behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another, sexual assault, rape or abuse.

## **Measuring the Behaviour**

Simon Hackett's continuum of behaviour (taken from Farrer & Co. 2017) can be a useful guide to measure the behaviour that has occurred and consider the circumstances around the incident(s).

The continuum focuses on if it:

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

Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent - and ultimately requiring (greater/more formal) engagement with specialist external and/or statutory agencies.

## **Expected Action Taken for All Staff**

All staff should be alert to the well-being of children and young people and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child on child abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ. (*Farrer and Co. 2022*)

Although the type of abuse may have a varying effect on the victim and alleged perpetrator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

Firstly, all staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. It is important for all staff to deal with a situation of child on child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get a true, accurate account of the facts around what has happened, so that nothing is forgotten. It is equally important to deal with it sensitively and confidentially and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of child on child abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Staff will also be mindful that wider safeguarding concerns may influence the child's account of the event(s). Alongside this peer pressure and the impact of sharing information about the incident(s) may also influence a child's account.

### **Gather the Facts**

In cases specifically relating to sexual violence and sexual harassment, part 5 of Keeping Children Safe in Education, 2023 states that two members of staff (preferably one being the Designated Safeguarding Lead) should be present to manage the report, where possible. Staff should not view or forward illegal images of a child and instead confiscate any devices to preserve any evidence and hand them to police for inspection. All staff should be aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) particularly when multi agency partners such as Local Authority Children's Social Care or the Police have to interview the child.

The most appropriate member of staff with the best relationship with the child should be the person alongside the child who wishes to disclose wherever possible. However, staff should always be aware that children may choose to disclose to any member of staff that they feel most comfortable with and therefore all staff need basic training in managing disclosures. In any circumstance the member of staff must make clear to the child that they cannot maintain confidentiality if what is being shared has put or will put the child or another person at risk of harm and/or is criminal. Staff must also be aware that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.

In all circumstances, staff need to speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. This involves listening carefully to the child, reflecting back, using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed and not asking leading questions. This means only interrupting the young person to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?) Then, a full and clear record of exactly what the young person has said in their own language should be made (and no individual interpretation of the facts made which could impact on the disclosure) after the child has finished the disclosure, so the child feels listened to and stored following each school/setting's own recording protocols (paper or electronic systems).

At Barley Fields Primary School, we use CPOMS to record all safeguarding incidents and concerns. Staff should refer to the Safeguarding Handbook for further clarification of how we use CPOMS in school.

### **Consider the Intent (Begin to Risk Assess)**

Has there been a deliberate or contrived situation for a young person to be able to harm another?

### **Decide on Your Next Course of Action**

If from the information that you gather you believe any young person to be at risk of significant harm, you must make a safeguarding referral to Local Authority Children's Social Care will be made immediately (where a crime has been committed the police should be involved also). This action would, in most circumstances, be undertaken by the Designated Safeguarding Lead but in the event of their absence the referral can be made by another member of staff. If this is the case, once Local Authority Children's Social Care has been contacted and has decided on what will happen next, then you will be informed on your next steps.

If Local Authority Children's Social Care and the police intend to pursue this further, they may ask to interview the young people in school - or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that Local Authority Children's Social Care feel that it does not meet their criteria - in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

### **Confidentiality and Anonymity**

Any staff member taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. Ultimately, the Designated Safeguarding Lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

### **Parents**

If, once appropriate advice has been sought from police/ Local Authority Children's Social Care, school have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. Parents would not be informed if by doing so the child was put at further risk of significant harm.

If a young person is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this especially for example if the young person is pregnant and this is why they are being bullied (unless this has occurred through significant harm in which case a criminal/ Local Authority Children's Social Care case is likely or the young person is under the age of 13).

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

### **Points to Consider (Risk Assessment):**

#### **The Wishes and Feelings of the Victim**

It is important to understand how the victim wants to proceed to allow as much control as is reasonably possible over the decisions regarding how any investigation will be progressed.

#### **The Nature of the Alleged Incident**

This includes consideration as to whether a crime may have been committed and/or whether 'Harmful Sexual Behaviour' has been displayed.

#### **What is the Age and Development of the Children Involved?**

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4-year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)). Any imbalance of power and control must be considered.

#### **Are There Any Additional Vulnerabilities Inclusive of Minoritised Children?**

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Therefore, care must be taken to ascertain any changes in mood or behaviour without attributing that to the child's condition. Every effort must be made to overcome barriers to communication and ensure the voice of the child is heard. This includes any child that may be minoritised due to their life circumstances.

#### **Where Did the Incident or Incidents Take Place?**

Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?

#### **What Was the Explanation by all Children Involved of What Occurred?**

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

### **What is Each of the Children's Own Understanding of What Occurred?**

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person understand the impact of their behaviour on the other person?

In dealing with an incident of this nature, the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Local Authority Children's Social Care. (CHUB 01642 130080)

### **Repetition**

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

### **Ongoing Risks**

Are there any ongoing risks to the victim, other children, adult students or school, college or other setting staff?

### **Contextual Safeguarding/Extra-Familial Harm**

Is there any other related or wider context involving the child, including any links to child sexual exploitation or child criminal exploitation?

### **Risk Assessment from KCSIE 2023 (all risk assessments should consider:)**

- The victim, especially their protection and support;
- Whether there may have been other victims;
- The alleged perpetrator;
- All the other children at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrators or from future harm, and;
- The time and location of the incident, and any action required to make the location safer.

### **Outcomes**

The outcome of the investigation will follow your local threshold guidance. Therefore, either a referral has been made to either the police/social care for a full investigation (tier 4). It may have resulted in Children's Services undertaking a further assessment (Tier 3) or as a school/setting you may have identified additional services/intervention that are non-statutory and in which case completed an early help assessment (Tier 2). It may be that on investigation, a decision has been made to handle the incident (s) internally, in which case the school may implement a risk assessment plan (Tier 1).

In any of the above outcomes the school has a duty of care to manage the education needs of both children/young people in which case a risk assessment plan may be needed irrespective of the outcome.

### **Next Steps**

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

### **For the Child Who Has Been Harmed (Victim)**

Victims may not display the whole picture immediately. It is essential that dialogue is kept open and encouraged. Children who have experienced sexual violence display a wide range of responses to their experience, including, in some cases, clear signs of trauma, physical and emotional responses, or no overt signs at all. Therefore, school will remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child irrespective of how overt the child's distress is.

What support they require depends on the individual young person. 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 young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of Relationship / Relationship and Sex Education and Health Education, PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment/safety 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.

#### **For the Young Person Who Has Displayed Harmful Behaviour (Alleged Perpetrator)**

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that the 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 the cases of harmful sexual behaviour, it may be a requirement for the young person 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). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation, the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

#### **Record Keeping**

Information sharing is vital in identifying and tackling all forms of abuse and in promoting children's welfare, including in relation to their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

At Barley Fields Primary School, arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required. Information will be shared as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. The Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on schools and to process personal information fairly and lawfully and to keep the information they hold safe and secure. Under the Data Protection Law, legitimate safeguarding concerns about a child allow school and professionals to record, share and retain even the most sensitive personal data as necessary to support school policies (even when it is not feasible to obtain consent. (*Farrer & Co. 2022*))

#### **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). In which case, regular reviews with the young people following the incident(s) are imperative.

## **Safety Planning**

Safety planning is a positive way of supporting a child who may benefit from a planned approach; this may be either the alleged victim or the alleged perpetrator. Safety plans support the child by considering the behaviours that may be risky and plan ways to manage triggers and to seek support from adults and peers. They are inclusive of parents and staff and are a planned intervention to support young people in feeling secure in the school/setting, helping young people identify behaviours that may leave them feeling anxious or at risk and have strategies that they can apply to keep themselves feeling safe. The language of safety planning is more positive than risk assessment and can give security to the child that a joined-up approach is being followed by all in school. Safety Plans are available via [every-life-matters.org.uk/safety-planning/](http://every-life-matters.org.uk/safety-planning/)

## **Disciplinary Actions and Sanctions**

Taking disciplinary action, issuing sanctions and still providing support are not mutually exclusive actions. In some circumstances, the school/setting may need to consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that child on child abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action or sanctions 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.

Where appropriate, school will 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. Engaging in Fair Access Panel Processes to assist with decision-making associated to managed moves and exclusions can also be beneficial. Disciplinary interventions alone are rarely able to solve issues of child-on-child abuse, and school will always consider the wider actions that may need to be taken. (*Farrer and Co. 2022*).

## **Review of Circumstances**

Following any incident of harm, it is necessary for the school to consider if anything could have been done differently. Use of PG:SF proforma for internal lessons learnt, can support in identifying under the business model of PG:SF what identified changes within the school/college/setting need to occur. This demonstrates how proactive the school/college/setting is in continually reviewing its policies and systems in effectively keeping children safe.

This policy has been heavily supported by the key document:

Farrer and Co: Peer on Peer Abuse Toolkit 2022. <https://www.farrer.co.uk/globalassets/clients-andsectors/safeguarding/addressing-child-on-child-abuse.pdf>

This policy should be read in conjunction with:

Prince Regent Street Trust Child Protection and Safeguarding Policy 2024-25 and the Local safeguarding partnership arrangements.

This policy template has been developed and supported by the following:

DfE: Keeping Children Safe in Education September 2024

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE: Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies. July 2017

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

DfE: Sexual Violence and Sexual Harassment between Children in Schools and Colleges September 2021

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

Working Together to Safeguard Children, 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Sharing nudes and semi nudes: advice for education settings working with children and young people, December 2020

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609\\_874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609_874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)