LOVE, COURAGE & RESPECT

Learning and Achieving Through Love, Courage and Respect

BRIGHSTONE C.E. PRIMARY SCHOOL

Child on Child Abuse

Approved by: FGB **Date:** September 2026

Next review due by: September 2027

This policy should be read in conjunction with:

The Child Protection and Safeguarding Policy and all associated policies

CHILD ON CHILD ABUSE POLICY

LEGISLATION

At Brighstone C.E. Primary school, we have a zero tolerance approach to Child on Child abuse. Victims of Child on Child Abuse will be taken seriously, kept safe and will never be made to feel that they are creating a problem for reporting abuse, sexual violence or sexual harassment.

As a school we are committed to providing a warm, friendly and disciplined atmosphere in which every child is valued, challenged and fully developed. We aim to provide an ethos of good behaviour where children treat one another and the school staff with respect, creating an inclusive environment. Children can openly discuss Child on Child Abuse without fear of discrimination and are not afraid to challenge and stand up for what they know is right. We promote a safe and calm community that is free from disruption and in which learning is the primary focus. We promote equality and ensure safeguarding for all and provide the opportunities that will allow each child to achieve success in as many aspects of their school life as possible. The Equality Act 2010 provides for a Public Sector Equality Duty which requires public bodies, including schools, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity
- Foster good relationships between people. The measures taken by schools with regard to behaviour and bullying prevention MUST be communicated to all staff, parents and children.

THE DEVELOPMENT OF OUR POLICY

This policy is based on our School Behaviour Policy and the evaluation of information and evidence gained from children, parents and staff through questionnaires, discussions in class and in assemblies and from other sources of help such as the DFE publication “Prevention and Tackling Bullying”. It aims to outline the school’s preventative strategies and procedures in cases of Child on Child abuse. The effectiveness of this policy and how the school could improve its monitoring of child behaviour is assessed through regular use of the questionnaire, discussions and talks in school assemblies, the Junior Leadership Team, the work of the ELSAs, the confidential post-box and contact with parents and governors.

DEFINING BULLYING

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:

- Verbal e.g. name-calling, threatening harm, repeated teasing
- Physical e.g. hitting, kicking, scratching, hair pulling
- Ignoring or excluding
- Turning friends against the victim
- Cyber bullying via texts or the Internet
- Sending nasty notes

Bullying can be motivated by prejudice against particular groups on grounds of religion, race, gender, physical characteristics, disability or because a child is adopted or in the care system. Stopping violence is obviously the school’s first priority but emotional bullying can be even more damaging and we must act on this quickly.

Brighstone C.E. Primary school recognises the importance of staff knowing the signs of Child on Child abuse and knowing how to respond to reports.

All staff should be aware that children can abuse other children and that it can happen both inside or outside school and online. It is important that all staff recognise the indicators and signs of Child on Child abuse and know how to identify it and respond to reports.

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

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

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;

• 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, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

• consensual and non-consensual sharing of nude and semi nude images and or videos;

• upskirting, 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).

If a member of staff has concerns about Child on Child Abuse, they should follow the procedure for reporting concerns either via the My Concern system or if this is unavailable record their concern on a concern form. Member of staff are expected to report their concerns immediately and follow them up with the DSLs.

PREVENTATIVE STRATEGIES

The main ways to prevent Child on Child abuse are to create an ethos of good behaviour where children treat each other and school staff with respect, and to teach children about the importance of understanding and tolerating differences between people. This may be done in discrete PSHE lessons and school assemblies or in class in order to respond to specific situations. We also believe it necessary to regularly teach about the dangers of cyber-bullying.

Other strategies to prevent Child on Child Abuse are:

- Proactively seeking to celebrate success to create a positive school culture
- Positive behaviour is encouraged and expected at all times. It is also recognised and fostered by our reward system.
- Personal Development lessons provide opportunities to explore bullying as a topic.
- Teaching methods employed encourage co-operative work inside and outside the classroom.
- Extra-curricular activities provide opportunities for encouraging better co-operation and understanding between children.
- E-Safety across the school and via Assemblies to include safe practice involving the use of on-line chat rooms /social networking sites and mobile phones.

- During Anti-Bullying Week in November the whole school spends time considering the current theme. This is delivered through assemblies, displays and classroom-based activities using age-appropriate activities.
- The children's Code of Behaviour is displayed in each classroom and around the school and all children are aware of what is deemed acceptable and unacceptable behaviour.
- Years 1 to 6 have elected Junior Leadership Team members who can convey children's ideas and suggestions for creating a caring and stimulating learning environment.
- A child-friendly confidential post-box is provided for children to write their concerns directly.
- Benches have been provided near the playgrounds for children wishing to sit and not play.
- When the weather permits, playground and field games are available at lunchtime and playtime which encourage co-operative play.
- Staff encourage children to report Child on Child Abuse and create a positive and safe environment where children's concerns can be expressed and problems solved without fear of victimisation.
- Anti-bullying leaflets are given out to parents and copies are available in school.

PROCEDURES FOR DEALING WITH CHILD ON CHILD ABUSE

The Headteacher is informed of all cases of Child on Child Abuse that occur. Cases of Child on Child Abuse are always dealt with by a senior member of staff and usually by the Headteacher. Parents of both parties will be contacted if the Headteacher feels it is necessary. Disciplinary measures must be applied fairly, consistently and reasonably, taking into account the needs of vulnerable children. It is important to consider the motivations behind the behaviour and whether it reveals any concerns for the safety of the perpetrator. The school believes in forgiveness and operates a restorative justice model for use with the children, especially the perpetrator to resolve the matter and tackle any underlying issues. The consequences of Child on Child abuse must reflect the seriousness of the incident so that the children see that Child on Child Abuse is unacceptable and punishable.

Sanctions

These sanctions will depend on a variety of factors but must be applied consistently and fairly. In all cases the sanctions will include an apology to the victim and will follow the restorative justice model.

Sanctions may include:

- Detention - Being kept in at playtime/lunchtime for a fixed period

- Being prevented from taking part in a treat

- Involvement of parents

- Short-term fixed exclusion - Involvement of Community Support Officer (in serious cases)

- Sessions with the ELSA or the Family Services Manager to enable the perpetrator to understand the consequences of their behaviour and to develop strategies to prevent the behaviour happening again.

CHILD ON CHILD ABUSE OUTSIDE SCHOOL

Head teachers now have the power to try and regulate children's conduct when they are not on school premises. Child on Child Abuse outside school will be investigated and acted upon. In these cases the parents of victim and perpetrator will be involved as may members of the local community e.g. local church leaders, mosque leaders, Community Support Officer.

RECORDING AND REPORTING INCIDENTS

The Head teacher has a duty to record and report incidents of racism to the Local Authority. She also records incidents of poor behaviour and bullying in a Behaviour Log. This Log can be used to detect any patterns of Child on Child Abuse towards or by a particular child. The Head teacher must decide when to report an incident of abuse to the Police or other authorities depending on the seriousness of the incident

and other circumstances. The Head teacher will also need to decide if there is a need to involve other external services to support the child.

INVOLVEMENT OF CHILDREN AND PARENTS

The school will ensure that ALL children are involved in preventing and tackling Child on Child Abuse. Children will be made aware that they can help to tackle Child on Child Abuse if they report incidents that they have seen or have been made aware of. If they do not report incidents children need to be aware that they can actually contribute towards Child on Child Abuse. Parents will be made aware of the content of the school's Anti-Bullying Policy and we hope that they will feel confident that the school will take any complaint of Child on Child Abuse seriously and that it will be dealt with. The school in turn will expect the parents to reinforce at home the importance of good behaviour and to support any sanctions the school may give to a perpetrator of Child on Child Abuse.

MONITORING AND ACCOUNTABILITY

The new OFSTED framework now includes "Behaviour and Attitudes" as one of its key criteria for inspections. The school must be able to demonstrate the impact of its Anti-Bullying Policy. In order to do this, the school will monitor and evaluate the policy regularly. All children will be asked to complete questionnaires regularly. The results of these will be analysed and compared with previous years. Records of any incidents will be reviewed in order to monitor and assess any increase in frequency or type of Child on Child Abuse being reported. Parents are encouraged to report immediately any concerns they may have about behaviour. Parental questionnaires will be given when the Head teacher requires a formal review of the views of parents, which will be completed annually.

APPENDIX 1

CATEGORIES OF ABUSE - DEFINITIONS AND INDICATORS OF ABUSE AND NEGLECT AND SPECIFIC SAFEGUARDING ISSUES

Please see the Child Protection and Safeguarding Policy for further information about specific Areas of Safeguarding Concern

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

Physical abuse
Sexual abuse
Emotional abuse
Neglect

'What to do if you are worried a child is being abused 2015' describes some of the signs that might be indicators of abuse or neglect.

1. PHYSICAL ABUSE

Physical Abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

Children with frequent injuries;
Children with unexplained or unusual fractures or broken bones;
Children with unexplained bruises or cuts; burns or scalds; or bite marks.
Staff should also be aware of the need to report bruising in non-independently mobile children (babies).

2. EMOTIONAL ABUSE

Emotional abuse involves the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying by a child's peers - including cyberbullying, online bullying through social networks, online games or mobile phones causing children frequently to feel frightened or in danger, or may involve the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child;
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such.

A child may not understand what is happening and may not even understand that it is

wrong. Sexual abuse can have a long-term impact on mental health.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games;
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy

4. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance

abuse. Once a child is born, neglect may involve a parent or carer not:

- Providing adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protecting a child from physical and emotional harm or danger;
- Ensuring that there is adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment;

Neglect of, or unresponsiveness to, a child's basic emotional needs.
Children who are neglected often also suffer from other types of abuse.

It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.
Neglect may occur if a parent becomes physically or mentally unable to care for a child.

A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Neglect may occur during pregnancy as a result of maternal drug or alcohol

abuse. Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care;
- Parents who fail to seek medical treatment when their children are ill or are injured.

The school is aware of the Hampshire and Isle of Wight Neglect Strategy and staff are aware of the online toolkit for Neglect and training (on IOWSCP website).