

# **St. John Chrysostom Federation**



## **Child on Child Abuse Policy**

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## **APPENDIX A**

### **Keeping Children Safe in Education 2024 Part 5**

**Schools must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone who looks after them.**

## **1. Introduction**

Keeping Children Safe in Education, 2024 states that governing bodies and proprietors should ensure that those staff who work directly with children should `ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities` to safeguard and promote the welfare of children.

Part 5 of KCSIE 2024 provides guidance on how we respond to child on child sexual violence and sexual harassment. It explains what schools should do immediately after such a report (See Appendix)

While it is recommended that Child on Child abuse is an integral part of the School Safeguarding Protection Policy, due to the sensitive nature and specific issues involved with child on child abuse we have completed this separate policy.

- Safeguarding and promoting the welfare of children is defined as:
  - Providing help and support to meet the needs of children as soon as problems emerge
  - Protecting children from maltreatment, whether that is within or outside the home, including online
  - Preventing the impairment of children’s mental and physical health or development
  - Making sure that children grow up in circumstances consistent with the provision of safe and effective care
  - Taking action to enable all children to have the best outcomes

This policy should be read in conjunction with:

➤ **Keeping Children Safe in Education 2024, Statutory Guidance for Schools and Colleges**

All staff should be familiar with the relevant sections that deal with child on child sexual violence and sexual harassment

➤ **Sexual Violence and Sexual Harassment between Children in Schools and Colleges**

DfE May 2018; guidance for Headteacher, Principals, Senior leadership teams

and designated safeguarding leads

➤ **Sexting in Schools and Colleges: Responding to incidents and safeguarding young people**

UK Council for Child Internet Safety

➤ **Teaching Online Safety in Schools DfE 2019**

➤ **The Voyeurism Act, 2019 (Section Upskirting)**

At SJC Federation we are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse in our school and beyond. We will ensure that any form of child on child abuse or harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and well-being.

Some behaviours will reference to other policies in school:

- Safeguarding policy
- Child Protection policy
- Behaviour policy
- Anti-Bullying policy

## **2. Context**

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting (youth produced digital imagery)
- Bullying- name calling, physical
- Prejudiced behaviour- homophobic, disabilities
- Cyber bullying & on line abusive behaviour
- Radicalisation
- Abuse in intimate relationships, including teenage relationship abuse
- Children who display sexually problematic/harmful behaviour, including sexual harassment
- Gang association and serious violence- County Lines, initiation, hazing

## **Vulnerable Groups**

We recognise that all children are at risk but that some groups are more vulnerable

than others and includes:

- A child with additional needs and disabilities
- A child living with domestic abuse
- A child who is at risk of/suffering significant harm
- A child who is at risk of/or is been exploited or at risk of exploited (CRE, CSE)
- A looked after child
- A child who goes missing or is missing education
- Children who identifies as or are perceived as LGBTQI+ and/or any of the protective characteristic;

Research tells us that girls are more frequently identified as being abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They often are exploited into gangs, and are victims of sexual violence when in gangs. However, we are aware as a school that these are behaviours not just confined to girls. Boys are less likely to report intimate relationship abuse, and may display other behaviour such as anti- social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence as a result of gang culture.

### **3. Definition**

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- a) There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- b) The perpetrator has repeatedly tried to harm one or more other children; or
- c) There are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

### **4. Prevention**

As a school we will minimise the risk of allegations against other pupils by:-

- a) Providing a developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe as well as the rights of the child
- b) Having a robust e-safety programme which develops pupils' knowledge,

understanding and skills, to ensure personal safety and self-protection when using the internet and social networking

- c) Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school
- d) Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued
- e) Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- f) Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils

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

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

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

Examples of safeguarding issues against a pupil could include:

### **Physical Abuse**

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or sanctions to be undertaken.

Bullying is deliberately hurtful behaviour repeated over a period of time. Various national and international definitions of bullying exist, and most of these definitions have three things in common which reflect children`s experiences of bullying gained from extensive research in this area. The three common aspects in most definitions of bullying are:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is usually an imbalance of power which makes it difficult for the person being bullied to defend themselves

## Bullying

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct	Pushed, punched, deliberately hurt  Having property damaged  Made to give up money or belongings  Being forced to do something they do not want to do
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

TYPE OF BULLYING	DEFINITION
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Indirect	Having nasty stories told about them (malicious gossip)  Being left out, ignored or excluded from groups

### Cyber bullying

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. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

### Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, regardless of their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

### Emotional Abuse

Can include blackmail or extortion and may also includes threats and intimidation. This harmful behaviour can have a significant impact on the mental health and emotional well-being of the victim and can lead to self-harm.

### Sexual Abuse



Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. It can also include indecent exposure, indecent touching /serious sexual assaults or forcing others to watch pornography or take part in sexting.

### Teenage Relationship Abuse

Teenage relationship abuse 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 abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

### Sexual Exploitation

This can include encouraging other young people to engage in inappropriate sexual behaviour or grooming and recruiting members of the peer group into being sexually exploited by other young people or adults. It can also include photographing or videoing other children performing indecent acts.

## **6.Procedure for Dealing with Allegations of Child on Child Abuse**

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

- a) A factual record should be made of the allegation using CPOMS, but no attempt at this stage should be made to investigate the circumstances.
- b) The Designated Safeguarding Lead should contact the MASH (Multi- Agency Strategic Hub). The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.
- c) If the allegation indicates that a potential criminal offence has taken place, the police will become involved.
- d) Parents, of both the student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral.
- e) In situations where the school considers a safeguarding risk is present, a risk

- assessment should be prepared along with a preventative, supervision plan.
- f) The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

## 7.Equalities Statement

SJC Federation is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at SJC Federation Primary should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Date agreed:	September 2021
Date for review:	September 2024
Governing Body, can be delegated to Executive Headteacher	

## **Appendix A**

### Keeping Children Safe in Education 2024 Part 5

This is a part of the guidance and relates to managing reports of a child identified as being a victim of child sexual violence and sexual harassment.

In this instance the School's Designated Safeguarding Lead will decide to:

- Manage the case internally
- Refer to Early Help
- Refer to Social Care
- Report to the police