



Westfield Primary School

Child on Child Abuse (including Bullying) Policy

Date Ratified: February 2023

Reviewed by: FGB

Date for Review: February 2024

Child-on-child abuse

Everyone at Westfield Primary School has the right to feel welcome, secure, happy and safe. Our school is committed to actively working to prevent all forms of abuse and ensuring all members of the school community can flourish.

All staff at Westfield Primary School are aware that children can abuse other children and that it can happen both inside and outside of school and online.

All staff are clear about the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff understand that even if there are no reports in their 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 DSL (or DDSL). We recognise that it is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying). Bullying is deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves.
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, 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 stand-alone 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 (also known as sexting or youth produced sexual imagery)
- up skirting, 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).

In order to minimise the risk of child-on-child abuse our school:

- Provides a developmentally appropriate PSHE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe. We use the JIGSAW programme to teach this in an age appropriate way.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Ensure victims, perpetrators and any other child affected by child-on-child abuse will be supported (see Appendix A)
- Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place:
 - Child Protection Policy
 - Behaviour Policy
 - Online Safety policy
 - All staff and Governors have read KCSIE (Keeping children safe in education) 2023

Where there is an allegation or concern that a child has abused others, Section 5.1.7 of the Hertfordshire Safeguarding Children Partnership Procedures Manual, 'Children Who Abuse Others':

http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html



Appendix A

Step 1	<p>Child shares with a trusted member of staff that they are subject to one or many of the inappropriate behaviours listed above.</p> <p>A member of staff notices child on child abuse</p> <p>Records incident/conversation on CPOMS</p>
Step 2	<p>Member of staff speaks to DSL or DDSL</p> <p>Conversation is recorded on CPOMS</p>
Step 3	<p>DSL, usually the Headteacher, speaks with the children involved separately and explains that they will be contacting their parents</p> <p>Conversation is recorded on CPOMS</p>
Step 4	<p>DSL speaks with both sets of parents and reassures them that both children will be supported in school</p> <p>Actions may be taken at this point such as:</p> <ul style="list-style-type: none"> - staggered lunch breaks, rearranged seating in the classroom - DSL speaks to all staff involved to be vigilant and note any concerning behaviour - Additional monitoring on the playground/in class - Constant check ins with children - Consults relevant policies - Completes risk management plan - Informs the Governing body <p>Conversation and actions are recorded on CPOMS</p>
Step 5	<p>DSL reviews situation and any associated actions, speaks with parents</p> <p>Consults relevant policies for next steps if required such as exclusion</p> <p>Monitoring and checks ins to continue</p> <p>Actions recorded on CPOMS</p>