



# **Child on Child Abuse Statement of Intent & Action Plan**

Dated: Summer term 2023

Review: 30<sup>th</sup> June 2025

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### **1. Legal Framework**

- This Statement has due regard to legislation and statutory guidance including, but not limited to, the following:
  - DfE (2022) 'Keeping Children Safe in Education'
- This Statement operates in conjunction with the following school policies:
  - E Safety Policy
  - Child Protection and Safeguarding Policy
  - Positive Behavioural Policy
- All policies are available to view on the school website or from the SBM.

## **Statement of Intent in conjunction with Firs Primary School Safeguarding & Child Protection Policy 2022/23**

Through this Statement we aim to ensure that:

At Firs Primary school we will ensure that we treat every disclosure or allegation of peer on peer abuse with the upmost care. We will speak with all concerned and may implement a Student Support Plan and a Risk Assessment which could include a number of key elements such as different start and finish times or working in different buildings, we aim to meet the needs of all concerned in line with any further investigation being held in school or by outside agencies.

At Firs Primary school we recognise that children may abuse their peers physically, sexually and emotionally; abuse is abuse and this will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up'. The setting will take this as seriously as abuse perpetrated by an adult, and address it through the same processes as any safeguarding issue.

We also recognise that children who abuse others and any other child affected by child on child abuse are also likely to have considerable welfare and safeguarding issues themselves.

### **What is child on child abuse?**

- Child on child abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers. This is most likely to include but is not limited to:
  - Bullying (including cyberbullying);
  - Abuse within intimate partner relationships;
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
  - Sexual violence, such as rape, assault by penetration and sexual assault;
  - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
  - Upskirting<sup>1</sup>, 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;
  - Sexting, also known as youth produced sexual imagery; and
  - Initiating/hazing type violence and rituals.

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<sup>1</sup> The Voyeurism (Offences) Act came into force on April 2019, upskirting is a criminal offence and anyone of any gender can be a victim

- It can affect any child/young person, sometimes vulnerable children are targeted. For example:
  - Those living with domestic abuse or intra-familial abuse in their histories
  - Young people in care
  - Those who have experienced bereavement through the loss of a parent, sibling or friend
  - Black and minority ethnic children are under identified as victims but are over identified as perpetrators
  - There is recognition of the gendered nature of peer on peer / child on child abuse; it is more likely that girls will be victims and boys perpetrators. However both girls and boys can experience peer on peer / child on child abuse but they are likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group).
- It is influenced by the nature of the environments in which children/young people spend their time - home, school, peer group and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer.
- Child on child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and has the opportunity or is in an environment where this is possible.
- While perpetrators of child on child abuse pose a risk to others they are often victims of abuse themselves.

### **Actions Firs Primary will take**

At Firs Primary we deal with a wide continuum of children's behaviour on a day to day basis and most cases will be dealt with via school-based processes. These are outlined in the following policies:

- Positive Behaviour Policy, including bullying/ online bullying and prejudice-based bullying
- E-Safety Policy which includes sexting/ 'youth produced sexual imagery' and extremist material
- Relationships education/ relationships and sex education

The setting will also act to minimise the risk of child on child abuse by ensuring the establishment provides a safe environment, promotes positive standards of behaviour, has effective systems in place where children can raise concerns and provides safeguarding through the curriculum via PSHE and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

## Action on concerns


Child on child abuse may be a one-off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. Reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made. In all cases the member of staff should take the concerns seriously and reassure the child that they will be supported and kept safe.

All decisions will be made in the best interests of the child and on a case by case basis with the Designated Safeguarding Lead (DSL) or (DDSL) taking a leading role and using their professional judgement, supported by other agencies, such as Children's Social care and the Police as required. The Designated Safeguarding Lead will refer to relevant assessment tools and guidance as appropriate such as:

- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- [Sexting in Schools and Colleges: Responding to incidents and safeguarding young people](#)
- [Brook Traffic Light Tool](#)
- [DDSCP Thresholds Document](#)
- [DDSCP Safeguarding Children Procedures](#), in particular Children who present a risk of harm to others and Online Safety and Internet Abuse

All reports of child on child abuse (including sexual harassment and/or sexual violence) will be recorded using the procedures that are in place in school (My Concern & Learning Mentor recording forms for Child on Child incidents (Sexual Violence & Sexual Harm))

We will continue to monitor best practise and update our whole school Sexual Violence & Sexual Harm Action Plan.

<b><u>Firs Primary School</u></b>	<b><u>Academic Year 2023-2024</u></b>	
<b><u>Subject Action Plan</u></b>		
<b><u>Area</u></b>  <b>SVSH</b>		
<b><u>Rationale</u></b>  Sexual Violence and Sexual Harassment guidance, June 2021 Advice for governing bodies, proprietors, headteachers...: It is important that schools and colleges consider how to reflect sexual violence and sexual harassment in their whole school or college approach to safeguarding and in their child protection policy.  Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of ‘it could happen here’.  Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.  Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.  At Firs Primary, we are determined to create and sustain an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur. <div>Documents and research referred to for this action plan:</div> <div><a href="#">Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)</a> <a href="#">farrer--co-safeguarding-peer-on-peer-abuse-toolkit-2019.pdf</a> <a href="#">School inspection handbook - GOV.UK (www.gov.uk)</a></div>		

Objective	Actions	Responsible	Timescale	Monitoring	Success Criteria		
					Autumn	Spring	Summer
To ensure the school's values and standards are upheld and demonstrated throughout all aspects of school life.	<ul style="list-style-type: none"> <li>School to offer pastoral support, through the school's nurture approach, Learning Mentor team, as well as other social, emotional and mental health support systems as and when appropriate.</li> <li>Staff training to be carried out on the school's vision and values as well as Code of Conduct.</li> <li>Staff to review the school's behaviour policy.</li> </ul>	HT SLT	08.06.22  01.09.22	Staff reporting of incidents  Orange Recording Form  Lunchtime Leader meetings- to check staff recall and understanding	The school's values and standards are upheld. These are demonstrated throughout all aspects of school life.		
To develop staff understanding of what sexual violence and sexual harassment might look like.	<ul style="list-style-type: none"> <li>Through INSET, Memo and staff briefings, define sexual violence and harassment along with examples.</li> <li>Provide scenarios to develop staff understanding of how to apply their knowledge of managing concerns.</li> <li>Through staff surveys and quiz forms, check staff knowledge and respond accordingly.</li> </ul>	HT  Safeguarding Team	08.06.22  01.09.22	Staff surveys  FORMS  Recall questions during SDT, Lunchtime Leader meetings	Staff maintain an attitude of ' <b>it could happen here</b> '  Staff know what sexual violence is and what sexual harassment is.  DSL's have a good understanding of HSB.  Staff respond appropriately.		
To secure staff understanding of what to do if they have a concern or receive a report.	<ul style="list-style-type: none"> <li>Carry out training during each INSET and every half term staff meeting on safeguarding- recapping staff roles and responsibilities and safeguarding areas/themes using government guidance and documentation.</li> </ul>	HT  Safeguarding Team	08.06.22  01.09.22	Analysis of recorded incidents	All staff take any report of sexual violence and sexual harassment seriously.  Staff respond appropriately and immediately to <b>all reports and</b>		

	<ul style="list-style-type: none"> <li>• Provide regular training updates with staff on using My Concern.</li> <li>• DDSL to be available to update staff as signposted for further training by DSL.</li> <li>• Promote the systems in place for reporting through posters, staff briefing, staff training.</li> <li>• Provide staff with top tip sheets on how to identify concerns and what to do.</li> <li>• Through training, provide staff with scenarios (both fictional and real lived scenarios in school) of how to deal with a concern raised.</li> <li>• Share with DSL's the range of support available: KCSiE-part 1, What to do if you're worried about a child being abused, Working Together to Safeguard Children, CEOP, When to call the police, NSPCC Professionals advice line, Anti-Bullying Alliance.</li> </ul>			Check My Concern logs	<p><b>concerns</b>, including those outside of school, and or online using the school's My Concern reporting tool or shared with the Safeguarding Team and recorded using Orange Form. DSL's follow the concerns raised immediately. Staff responses to sexual violence and sexual harassment between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex. The school's safeguarding procedures are transparent, clear and easy to understand for pupils, parents and carers.</p> <p>Staff are aware that it is more likely girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.</p> <p>There is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, will not be tolerated and not passed off as "banter" , "just having a laugh", "part of growing up", or "boys being boys."</p> <p>Staff know that children with SEND are 3 times more likely to be abused than their peers.</p>
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To foster healthy and respectful relationships between boys and girls.	<ul style="list-style-type: none"> <li>Ensure the RSHE/PSHE curriculum is well sequenced and builds on the children's knowledge of relationships.</li> <li>For all adults in school, at all times, to model respectful relationships.</li> <li>Share with the children through theme days, Rejoice and worship, good examples seen that demonstrate respectful relationships.</li> </ul>	HT  RSHE/PSHE leader  All staff	08.06.22	Pupil voice questionnaires termly  Worry boxes monitored Learning Mentor programmes of support monitored  PSHE journals scrutiny  PSHE/RHSE curriculum document coverage	Pupils know what respectful behaviour looks like.	Pupils continue to strengthen their understanding of respectful behaviours and demonstrate these in every part of school life.
To ensure children know their concerns will be treated seriously, and that they can safely express their views and give feedback.	<ul style="list-style-type: none"> <li>Share with the children through class based activities and collective worship that they have a right to feel safe and be listened to at all times</li> <li>Engage a range of professionals to deliver the same message above to pupils, e.g. Action for Children, NSPCC.</li> <li>Train staff in helping pupils understand their voice is important and all concerns will be looked into.</li> </ul>	HT  Staff  Other professionals	Ongoing- drip fed into everything and 'teachable moments' used too	Pupil interviews  Analysis of incident chronologies.	Pupils know who they can talk to about worries, fears, concerns.  Pupils safely express their views.  Pupils know their worries, fears and concerns will be taken seriously.  Safe Places Posters up around school and in classes. School Council	
To ensure, as part of the broad and balanced curriculum, children are taught about safeguarding, including how to stay safe online.	<ul style="list-style-type: none"> <li>Carefully choose and plan in external contributors occasionally to supplement the planned PSHE curriculum.</li> <li>Review the curriculum for PSHE to ensure spiral PSHE curriculum that enables a return to the same core themes</li> </ul>	PSHE leader	08.06.22	Deep dives to check that pupils know and remember how to stay safe.	Pupils are prepared well for life in Modern Britain. Children, who are experiencing or witnessing, unhealthy relationships know where to seek help and report abuse.	

	<p>in different ways according to age and stage of development, therefore building on prior learning;</p> <ul style="list-style-type: none"> <li>• Hold online safety events and theme days.</li> <li>• Drive the i-Vengers work through pupils, half termly focus on Online safety and how to keep safe.</li> </ul>	<p>PSHE leader/HT/DSL</p> <p>Computing leader</p>	<p>Termly</p> <p>Half-termly</p>	<p>Pupil online safety survey- analyse</p> <p>Well-being Questionnaire</p>	
<p>To monitor pupil voice on sexual violence on and offline, sexual abuse and sexual harassment.</p>	<ul style="list-style-type: none"> <li>• Research appropriate questions.</li> <li>• Termly carry out pupil interviews with same sex groups, mixed groups and with a mixture of SLT and governors leading the interviews.</li> <li>• HT/DHT/DSL's to analyse findings and share with staff during weekly briefings &amp; Memo along with school actions to address, e.g. further surveys, pupil interviews.</li> <li>• SLT to maintain and monitor behaviour incident logs to identify and respond to behavioural trends.</li> </ul>	<p>Safeguarding Team</p> <p>HT/DHT Governors</p>	<p>Half termly</p> <p>Termly</p>	<p>Pupil interviews- analyse findings</p> <p>Analysis of behaviour incident logs (Reflections and My Concern). Headteacher report to governors</p>	<p>Staff are aware of the findings from monitoring and the actions to be taken next.</p> <p>Staff are able to check that pupils know and remember how to stay safe on and offline.</p> <p>Staff are able to check that pupils know what to do when they have a concern, a worry or a fear.</p>
<p>To strengthen parental knowledge of the importance of pupils knowing how to stay safe on and offline.</p>	<ul style="list-style-type: none"> <li>• Hold annual consultations with parents and carers on the PSHE/RHSE curriculum.</li> <li>• Parental information on school website</li> <li>• Add updates through dojo and website on how to help children. Respond to whole school community/specific year group community following incidents or concerns and send out appropriate information to support. Ensure parents informed.</li> </ul>	<p>PSHE/RSHE leader</p> <p>Learning Mentor HT</p> <p>HT/ Computing leader</p>	<p>Updated web pages</p> <p>Dojo posts</p>	<p>Parent view during parents evenings</p> <p>'Thank you wall' comments- analyse termly</p> <p>Face to face and 1-1 discussions. My Concerns chronology</p>	<p>Parents and carers know how to support their children at home with staying safe both on and offline. School respond to incidents to help parents know how to respond and where to seek further support and advice. Increase in attendance at events as parents find the sessions useful and helpful.</p>

**Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) or where there are concerns about any other form of abuse, a referral must be made immediately to Children's Social Care and where appropriate the Police.**

**Signed by:**

P Martin Headteacher

Date: 10/5/23

### **3. Monitoring and Review**

- 1.1. This Statement will be reviewed by the Headteacher and the Governing Body on an annual basis.
- 1.2. Any changes to this Statement will be communicated to all staff and other interested parties.
- 1.3. The next scheduled review date for this Statement is Summer term 2025