

BY BROOK VALLEY CE PRIMARY SCHOOL

Child on Child Abuse Policy



Last Review Date: September 2023

Ratified By Governors Date: September 2023

Next Review Date: September 2024

Equal opportunities lie at the heart of all that we do at By Brook Valley Primary CE School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy is designed to meet the needs of all pupils. The policy is designed to be child-centered and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them.

BY BROOK VALLEY CE PRIMARY SCHOOL

Child on Child Abuse Policy 2023/24

Our Vision

Roots to grow, wings to fly

“They will soar on wings like eagles.” Isaiah 40:31

The roots of our school community, based on our Christian values, nurture, help and support us to grow to be the best versions of ourselves. The wings of faith allow us to soar freely and flourish now and in the future.

At By Brook Valley we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued.

We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship. This policy should be read and understood from this perspective.

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Child on child Abuse policy	Date	September 2023
EIA CARRIED OUT BY:	Jaclyn Cross (for F & E committee)	EIA APPROVED BY:	FGB

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)	Age of pupil may affect their understanding of the issues	Age and stage taken into consideration

Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		
Gender Reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment

By Brook Valley CE Primary School Child to Child Abuse Policy (formerly known as Peer on Peer Abuse Policy)

Rationale

- 1.1 At By Brook Valley CE Primary School we want to make sure that all pupils feel looked after, safe and happy when they are in and out of school.
- 1.2 All staff are made aware that children can abuse other children, and that it can happen both inside and outside of school and online.
- 1.3 All child on child abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Child on child abuse is not tolerated, passed off as “banter” or seen as “part of growing up” or “boys being boys”. This can lead to a culture of unacceptable behaviours, an unsafe environment for children and in the worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- 1.4 All staff should be clear about their role in preventing child on child abuse and responding where they believe a child may be at risk from it.
- 1.5 All staff should understand that even if there are no reports in their school it does not mean it is not happening, it may be it is just not being reported.
- 1.6 If staff have any concerns regarding child on child abuse they should speak to the DSL or one of the DDSLs
- 1.7 Sometimes we don't know if something bad is happening, so we encourage pupils to tell us.
- 1.8 We can help children by:
 - Teaching them what child on child abuse is.
 - Teaching children what to do if they feel like they are being abused, or if someone else is being abused.
 - Creating established, well- publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.
 - Ensuring pupils know the adults that they can speak to if they are worried.

2. What is child on child abuse?

- 2.1 Child on child abuse could be carried out by someone who might be your child's friend, a child at school, or another child outside of school who may be a friend or relative.

2.2 Abuse is usually physically or emotionally from another child using behaviour that is meant to scare, hurt or upset.

2.3 Sometimes, it can be hard to know when abuse is happening, because not all abuse will hurt, scare or upset, and the child might not know it is happening.

2.4 There are a number of different types of child on child abuse.

3. Types of child on child abuse

Bullying

3.1 Bullying (including cyber bullying, prejudice-based and discriminatory bullying)

3.2 To find out how the school prevents and responds to bullying, please read our Anti-bullying Policy.

3.3 Child-friendly versions of the Anti-bullying policy are displayed around school.

Abuse

3.4 Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

3.5 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)

Sexting

3.6 This is sending inappropriate pictures, videos or messages – they can sometimes be called 'nude pics', 'rude pics' or 'nude selfies', but can also be rude messages.

3.7 Pressuring someone into sending these pictures, videos and messages is abuse.

3.8 It is illegal to have these kind of pictures or videos of a person if they are under 18 years old.

Sexual Harassment

3.9 Sometimes, people can act sexually towards others and it might make them feel uncomfortable.

3.10 This can happen online, on social media, through messages and face-to-face.

3.11 It might make someone feel scared, embarrassed, uncomfortable or upset.

3.12 It could be:

- I. Someone making sexual comments, like telling sexual stories, saying rude things or saying sexual things about someone's appearance or clothes.
- II. Calling someone sexual names.
- III. Sexual jokes or teasing.
- IV. Being physical, like touching which makes you feel uncomfortable, messing with your clothes, or showing pictures or drawings which are of a sexual nature.
- V. Being sexual online, like sharing sexual pictures and videos, or posting sexual comments on social media.

- VI. It might also be sexual threats or pushing you to do something sexually that you don't want to or aren't ready for.
- VII. It could include 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation or distress.

4. Relationships

4.1 Children are taught, during Relationship, Sex and Health Education (RSHE) and PSHE lessons, that any relationship you have should be good and happy. A bad relationship might make someone feel scared, confused, worried and even unsafe.

4.2 Children are taught that good relationships are characterised by:

- I. Being comfortable around that person.
- II. The ability to be honest with that person.
- III. Being supportive
- IV. Makes you feel safe.
- V. Mutual trust.
- VI. Equality – both people having an equal influence.

4.3 Children are taught that bad relationships are characterised by:

- I. Violence or threats towards you, your friends or your belongings.
- II. Being told what you can and can't do.
- III. Feeling unsafe or scared.
- IV. The person calling you names, making you feel bad in front of other people and/or making you feel bad about yourself.
- V. Anger exhibited by the other person which might make you feel anxious.
- VI. Pressure to do something which you might not feel you should do (including sexual or illegal acts).

5. How does the school minimise/ prevents child on child abuse?

5.1 The school aims to prevent child on child abuse by:

- I. Teaching pupils through Relationship, Sex and Health Education and PSHE lessons to develop their knowledge and understanding of acceptable behaviours, healthy relationships and keep themselves safe in person and online. In addition, key messages will be delivered during assemblies and circle time.
- II. Looking for behaviours which may indicate child on child abuse e.g.
 - a. Not going to school.
 - b. Having injuries, like bruises.
 - c. Feeling anxious.
 - d. Becoming withdrawn or shy.

- e. Complaining of being ill.
- f. Not being able to sleep, sleeping too much or getting nightmares.
- g. Using alcohol or drugs.
- h. Changing looks to look much older.
- i. Being abusive to someone else.
- j. Describe inappropriate relationships.

5.2 The school monitors and records small changes of behaviour on our online secure safeguarding log (CPOMS). This information is reviewed by a member of the SLT.

6. How does the school address accusations of child on child abuse?

Child on child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy.

6.1 The school will record any incidents or concerns on CPOMs.

6.2 Parents will be informed and any incidents discussed at the earliest opportunity.

6.3 **If the child on child abuse is bullying behaviour**, then the school's anti-bullying policy is followed.

6.4 If the child on child abuse involves sexting then:

- I. Parents will be immediately informed.
- II. If a member of staff is informed that a child's phone which is in school contains inappropriate images they will not look at these images themselves but will bring the phone to the Designated Safeguarding Lead (DSL).
- III. The DSL will not check the phone for any inappropriate photographs but will ask the parents to come to school to check the phone in their presence. Any devices containing explicit photographs will be sealed in an envelope and placed in the school safe until parents arrive to check the phone in the presence of the DSL.
- IV. A full account of the incident including all those involved will be taken by the DSL.
- V. The Designated Safeguarding Lead will discuss the incident with the MASH team to gain advice as to whether the incident is judged to be the result of 'exploration' (where there is no coercion and limited or no understanding of the sexual nature of the images) or 'Exploitation' (where there is coercion and/or an understanding of the sexual nature of the images). The age/ stage of the child/ren involved will be a contributing factor in this judgement.
- VI. If the incident is judged to be the result of 'Exploration' then parents will be given advice on improving E-safety measures at home and the children involved will be provided with support in understanding why this is inappropriate. Parents will be asked to delete any photographs in the presence of the DSL.

VII. If the incident is judged to be the result of 'Exploitation' then a referral will be made to MASH team and Child Protection procedures followed.

6.5 If the child on child abuse is the result of sexual harassment then the school's safeguarding and child protection policy will be followed. If the harassment is judged to be 'exploitation' (see definition above) then child protection procedures will also be followed.

6.6 If the child on child abuse is the result of a negative or coercive relationship then a combination of approaches will be used depending on the nature of the incidents and relationship.

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by such abuse, will be supported through the school's pastoral system and the support will be regularly reviewed.

Incidents of child on child abuse are recorded and monitored by the Head teacher/DSL. The nominated governor meets the DSL/DDSL every term (six times a year) to monitor the effectiveness of this policy.