

Coalbrookdale & Ironbridge C.E. Primary School



Child on Child Abuse Policy

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Responsible: L. Postance (DSL)

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Contents

	Page
Vision statement	3
Introduction	4
Policy Development	5
Understanding child-on-child abuse	5
Context	6
How can a child who is being abused by another child be identified?	8
Options to manage abuse	10
Sexual Abuse	11
Physical Abuse	13
Online behaviour	14
Bullying	14
Discriminatory Behaviour	14
Appendix 1 Support for Young People: Local and National	16
Appendix 2 Government Guidance	17
Appendix 3 Risk Assessment Safety and support Plan Well Being Support Form Proactive Child on Child Risk Assessment	18

Vision Statement

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'Living life in all its fullness' is at the heart of everything we do and believe.

At Coalbrookdale & Ironbridge C.E Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond.

We strongly believe that children learn best and achieve their full potential when they are happy and feel secure. We strive to provide a safe learning environment with a warm and welcoming atmosphere that fosters a sense of belonging among children, staff, families and the wider community. We value each individual's uniqueness and diversity, promoting respect and acceptance of one another as equals and celebrating the differences that make our community so special.

We have high expectations of the children, and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities, and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of Coalbrookdale & Ironbridge with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of trust, responsibility, respect, compassion and perseverance, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential.

'Flourishing For All'

This policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability as well as SEND, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

'Let us always meet each other with a smile, for the smile is the beginning of love.' Mother Teresa.

Introduction

Coalbrookdale & Ironbridge CE Primary School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child-on-child abuse will not be tolerated or passed off as part of “banter”, “just having a laugh” or “growing up”. Staff are advised to maintain the attitude of ‘it can happen here’.

The Interim Executive Board (IEB), senior leadership team, and all staff (which term shall apply to all volunteer staff members) at Coalbrookdale & Ironbridge CE Primary School are involved in creating a whole school approach to child-on-child abuse. The school is committed to the prevention, early identification, and appropriate management of child-on-child abuse (as defined below) both within and beyond the school.

In cases where child-on-child abuse is identified, we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that 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 (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 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 (also known as sexting or youth produced sexual imagery)
- 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 child alleged to have been abused 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)

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour and self-regulation policy, anti-bullying policy, child protection and safeguarding policy and on-line safety policy.

Policy development

This policy:

- reflects statutory guidance in Keeping Children Safe in Education.
- is the school’s overarching policy for any issue that could constitute child-on-child abuse. It relates to, and should be read alongside, the school’s child protection and safeguarding policy and any other relevant policies including, but not limited to, online safety, data protection and retention of records, children missing in education, behaviour and self regulation, exclusions, and (where relevant) weapons;

- sets out our strategy for improving prevention, and identifying and appropriately managing child-on-child abuse;
- it is reviewed annually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which children are or may be exposed.
- recognises that abuse is abuse, it can happen here, and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up';
- does not use the term 'victim' and/or 'perpetrator'. This is because our school takes a safeguarding approach to all individuals involved in concerns or allegations about child-on-child abuse, including those who are alleged to have been abused, and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter. Research has shown that many children who present with harmful behaviour towards others, in the context of child-on-child abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers;
- uses the terms 'child' and 'children', which is defined for the purposes of this policy as a person aged under 18. Although the starting point is that the school's response to child-on-child abuse should be the same for all children, regardless of age, there may be some different considerations in relation to, for example, a child aged under 7, or a child aged 11;
- similarly, the school's response to incidents involving the exchange of youth involved sexual imagery will need to differ depending on the age of the children involved;
- should be read in conjunction with the Telford and Wrekin Partnership Safeguarding Policy and Procedures.

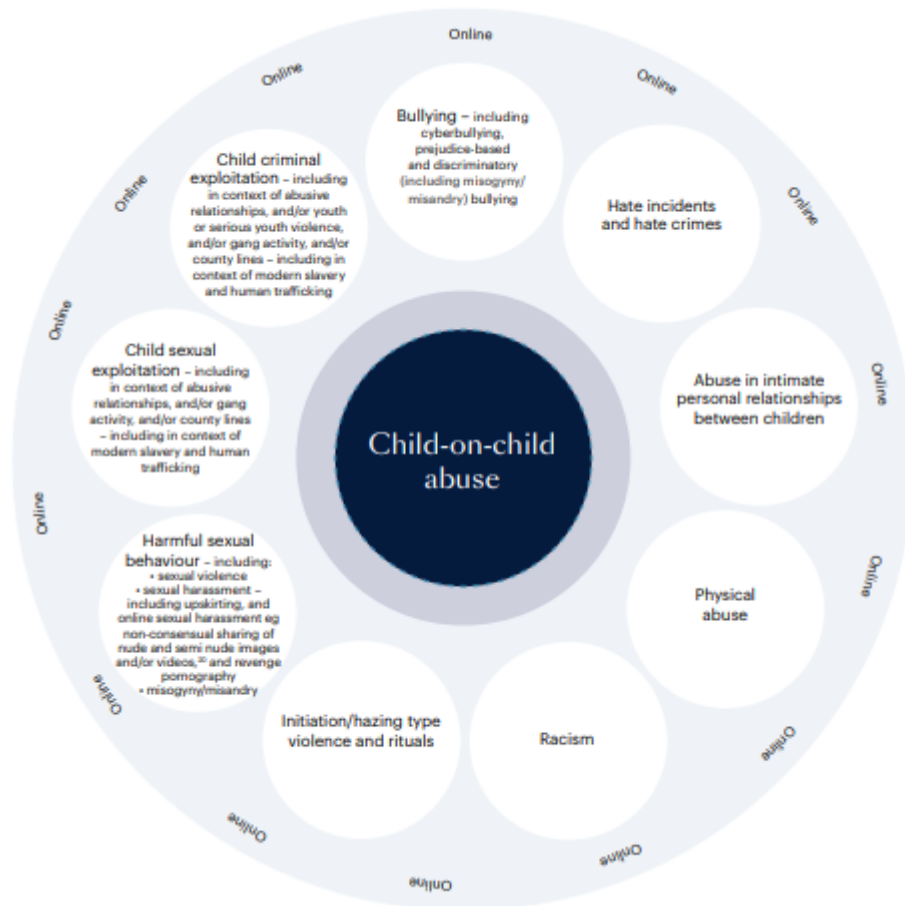
Understanding child-on-child abuse

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and non-intimate), friendships and wider peer associations.

Child-on-child abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying) relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or prejudice or discriminatory based violence including, but not limited to, gender-based violence.

Examples of online child-on-child abuse would include sexting, online abuse, child-on-child grooming, the distribution of youth involved sexualised content, and harassment.

Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing. Sexual harassment and sexual violence may also occur online and offline.



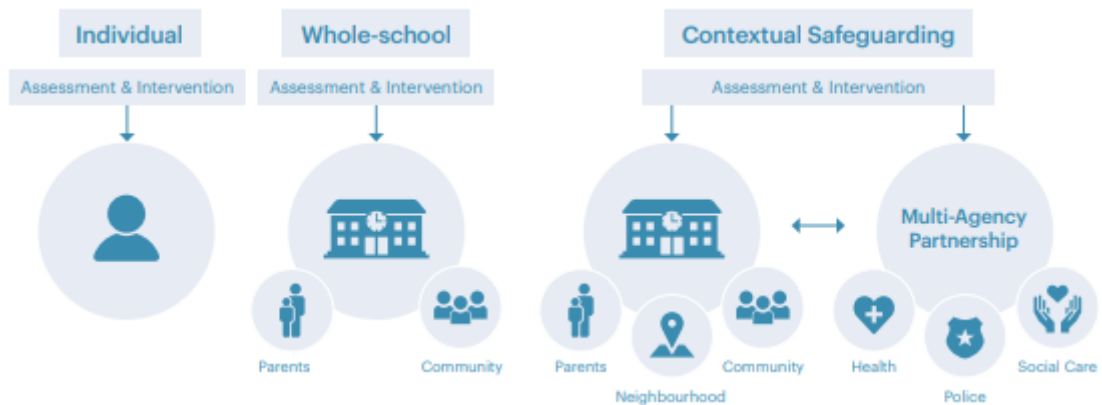
Overview of Child-on-child abuse (taken from <https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf>)

The context

This policy:

- encapsulates a Contextual Safeguarding approach, which is about changing the way that professionals approach child protection when risks occur outside of the family, thereby requiring all those within the Local Safeguarding Partnership to consider how they work alongside, rather than just refer into, children’s social care, to create safe spaces in which children may have encountered child-on-child abuse;
- adopts a whole-school community Contextual Safeguarding approach, which means:
 - being aware of and seeking to understand the impact that these wider social contexts may be having on the school’s children;
 - creating a safe culture in the school by, for example, implementing policies and procedures that address child-on-child abuse and harmful attitudes;
 - promoting healthy relationships and attitudes to gender/ sexuality;
 - hotspot mapping to identify risky areas in the school;
 - training on potential bias and stereotyped assumptions,
 - being alert to and monitoring changes in a child’s behaviour
 - monitor changes to attendance as chronic absence or truancy can signal peer harm (including bullying and harassment) and cross reference with reported incidents; and

- contributing to local child protection agendas by, for example, challenging poor threshold decisions and referring concerns about contexts to relevant local agencies.



Contextual Safeguarding approach (taken from <https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf>)

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. In this policy, we recognise the importance of distinguishing between problematic and abusive **sexual behaviour** (Harmful Sexual Behaviour HSB).

We are adopting the NSPCC definition of HSB as: -

"Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

We will also use the Brook Sexual Behaviours Traffic Light Tool and the Hackett Continuum to distinguish between three levels of sexual behaviour – green, amber and red, and to respond according to the level of concern.

Hackett's Continuum of Behaviours (2010)

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

(Taken from <https://centralsexualhealth.org/wp-content/uploads/sites/15/2022/11/The-Hackett-Continuum.pdf>)

When dealing with other alleged behaviour, which involves reports of, for example, emotional and/or physical abuse, our trained DSL will use the Brook Sexual Behaviours Traffic Light Tool to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable,
- involves a single incident or has occurred over a period of time,
- is socially acceptable within the peer group,
- is problematic and concerning,
- involves any overt elements of child alleged to have been abused or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability,
- involves an element of coercion or pre-planning,
- involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power, and
- involves a misuse of power.

How can a child who is being abused by another child be identified?

All staff should be alert to the well-being of children and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child-on-child abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

The school's safeguarding team will regularly review behaviour incident logs, which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

Are some children particularly vulnerable to abusing or being abused by their peers?

Any child can be vulnerable to child-on-child abuse due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse among all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers.

We know that research suggests:

- child-on-child abuse may affect boys differently from girls (i.e. that it is more likely that girls will be child alleged to have been abused and boys child alleged to have abused). However, all child-on-child abuse is unacceptable and will be taken seriously;
- children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND, and
- some children may be more likely to experience child-on-child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by another child/ren, or that a child may be at risk of abusing or may be abusing another child/ren, they should discuss their concern with the DSL (or deputy) without delay.

We will reassure all child alleged to have been abused that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of our setting will not be downplayed and will be treated equally seriously. We will never give a child alleged to have been abused the impression that they are creating a problem by reporting child-on-child abuse, including sexual violence or sexual harassment. Nor will we make a child alleged to have been abused feel ashamed for making a report. We will explain that the law is in place to protect children and

young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them.

Risk assessment, safety planning and support

We take the view that child-on-child abuse does happen even if it is not reported. Therefore, on the advice of the TWSP we have implemented a risk assessment to help to minimise the risk of child-on-child abuse.

As per the advice of TWSP we refer to safety planning and support which is used for individual children in response to an alleged or actual incident child-on-child abuse, including sexual violence and where appropriate, incidents of sexual harassment.

When there has been a report of sexual violence, the DSL (or a deputy) will implement an immediate safety and support plan to identify risk and need. Where there has been a report of sexual harassment, the need for a safety and support plan will be considered on a case-by-case basis, but as good practice should be completed.

The risk and needs assessment should consider:

- the child alleged to have been abused, especially their protection and support;
- whether there may have been other child alleged to have been abused;
- the alleged child alleged to have abused(s);
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged child alleged to have abused(s), or from future harms, and the time and location of the incident, and any action required to make the location safer.

If any of the children involved has SEND, the DSL will liaise with the SENDCO to assist in the management of the report. If the report involves an online safety element, the DSL will liaise with the online safety lead if this is not the DSL.

Safety and support plans must be recorded (written or electronic) and will be kept under review. At all times, we will be actively considering the risks posed to all of our pupils and students and put adequate measures in place to protect them and keep them safe.

The DSL (or a deputy) will engage with children's social care and specialist services as required.

Where a child needs to attend alternative provision, we will ensure child-on-child risks are addresses through robust oversight and communication mechanisms.

Where a child is in kinship care we will liaise with Virtual School Headteacher's to support wellbeing and address any peer related issues.

Where there has been a report of sexual violence, it is likely that professional safety and support plans by social workers and or sexual violence specialists will be required. Our safety and support plan is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform our approach to supporting and protecting our pupils and updating our own risk assessment.

What should you do if you suspect either that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s)?

The member of staff should discuss their concern with the DSL without delay so that a course of action can be agreed. The DSL will discuss the concern(s) or allegation(s) with the member of staff who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

If a child speaks to a member of staff about child-on-child abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement. For further details please see the procedures set out in the Child Protection & Safeguarding policy.

In relation to sexting, also known as youth produced sexual imagery, the school will where necessary, consult with guidance produced by The UK Council for Child Internet Safety (UKCCIS) Education Group Sexting in Schools and Colleges and DfE guidance Searching, screening and confiscation. The DSL (or deputy) will take the lead on these issues.

Where any concern(s) or allegation(s) indicate(s) that indecent images of a child or children may have been shared online, the DSL should consider what urgent action can be taken in addition to the actions and referral duties set out in this policy to seek specialist help in preventing the images spreading further and removing the images from the internet.

The Internet Watch Foundation (IWF), for example, has a trained team that can evaluate and remove illegal images from the internet when the images are reported to them quickly. They will also share the image with the National Crime Agency's CEOP Command to facilitate an investigation. Any report to IWF will be made in consultation with the police.

DSLs should always use their professional judgement to consider:

- the nature and seriousness of the alleged behaviour.
- whether it is appropriate for the alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with Family Connect on a no-names basis (where possible) to determine the most appropriate response.
- the wishes of the child alleged to have been abused in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment.
- the ages and developmental stages of the children involved.
- any power imbalance between the children. For example, is the alleged child alleged to have abused significantly older, more mature or more confident? Does the child alleged to have been abused have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse.
- are there ongoing risks to the child alleged to have been abused, other children, adult or the school staff, and other related issues and wider context?

Options to manage the abuse

1. Manage internally. In some cases, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and self-regulation and anti-bullying policies and by providing pastoral support. This decision will be made based on the principle that child-on-child abuse is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored (by the Designated Safeguarding Lead and placed on CPOMS).

2. In line with 1 above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address nonviolent harmful sexual behaviour and may prevent escalation of sexual violence. These services may, for example, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, a specialist harmful sexual behaviour team, BEEU and/or youth offending services.
3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to Family Connect following locally agreed protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the child alleged to have been abused and, where appropriate, the alleged child alleged to have abused and any other children that require support. As a matter of best practice, if an incident of child-on-child abuse requires referral to and action by children's social care and a strategy meeting is convened, then the school will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the/each child who has experienced the abuse, and the/each child who was responsible for it, and the contexts to which the abuse was associated.
4. Report alleged criminal behaviour to the police. Alleged criminal behaviour will ordinarily be reported to the police. However, there are some circumstances where it may not be appropriate to report such behaviour to the police. For example, where the exchange of youth involved sexual imagery does not involve any aggravating factors. All concerns or allegations will be assessed on a case-by-case basis.

Sexual Abuse

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs' assessment (see Appendix 3). Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

Risk assessments will be recorded (written or electronic and uploaded onto CPOMS) and be kept under review. It may be appropriate to contact children's social care and/or police to assist in carrying out a safety plan. The DSL may use and consider the TWSP Sexually harmful behaviour risk assessment tool.

Actions to consider during the investigation and post investigation

Whilst the school establishes the facts of the case and starts, where applicable, the process of liaising with children's social care and the police, the child alleged to have abused may be removed from any classes they share with the child alleged to have been abused. We will consider how best to keep the child alleged to have been abused and alleged child alleged to have abused a reasonable distance apart on school premises. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged child alleged to have abused.

Reporting to the Police

Any report to the police will generally be made through Family Connect as above. The designated safeguarding lead (and their deputies) will follow local processes for referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged child alleged to have abused is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged child alleged to have abused and their parents or carers. They will also discuss the best way to protect the child alleged to have been abused and their anonymity.

Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us. Whilst protecting children and/or taking any disciplinary measures against the alleged child alleged to have abused, we will work closely with the police (and other agencies as required), to ensure any actions the school takes do not jeopardise the police investigation.

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children. We will consider any suitable action following our behaviour policy. If the child alleged to have abused remains in the school we will be very clear as to our expectations regarding the child alleged to have abused now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the child alleged to have abused's timetable. Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other children in the school. We will ensure all children involved are protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the child alleged to have been abused and the alleged child alleged to have abused for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the child alleged to have been abused. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

Support for children affected by sexual-assault

Support for child alleged to have been abused of sexual assault is available from a variety of agencies (see Appendix 1). We will support the child alleged to have been abused of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere.

This decision will be made only at the request of the child and their family. If they are moved, we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

Where there is a criminal investigation the alleged child alleged to have abused will be removed from any shared classes with the child alleged to have been abused, and we will keep them a reasonable distance apart on the school premises. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the child alleged to have abused to remain in the same school would seriously harm the education or welfare of the child alleged to have been abused (and potentially other children). Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.

Where the child alleged to have abused is going to remain at the school, the principle would be to continue keeping the child alleged to have been abused and child alleged to have abused in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the child alleged to have been abused will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the child alleged to have been abused lied. The process will have affected both child alleged to have been abused and alleged child alleged to have abused. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

All the above will be considered with the needs and wishes of the child alleged to have been abused at the heart of the process (supported by parents as required).

Physical abuse

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from peer to peer can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour or a misuse of power

Online abuse

Many forms of child-on-child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. Other non-sexual online harms might contribute to peer abuse including misinformation, disinformation (fake news), and conspiracy theories. Policies and procedures concerning this type of behaviour can be found in our behaviour and self-regulation policy, online safety policy, and child protection and safeguarding policy.

Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Bully is acted out through verbal, physical, emotional and online mediums.

Bullying will be managed in line with the anti-bullying policy, however severe instances will be managed using this policy and the Child Protection and Safeguarding Policy.

Discriminatory Behaviour

Discriminatory Behaviour encompasses abuse inflicted on a pupil because of their protected characteristics e.g. religion, ethnicity, gender, sexual orientation, cultural, SEND. Discriminatory behaviour is never acceptable, and in all cases will be managed in line this policy and the Child protection and Safeguarding Policy.

In accordance with the Equality Act 2010, schools will not tolerate unlawful discrimination against pupils because of any protected characteristics they may have.

Prevention

Our school actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- Educating all members of the IEB, staff and volunteers, and parents about this issue. This will include training all members of the IEB, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of child-on-child abuse, and how to prevent, identify and respond to it. This includes:
 - Contextual Safeguarding;
 - The identification and classification of specific behaviours; and
 - The importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as horseplay or teasing.
- Educating children about the nature and prevalence of child-on-child abuse via PSHE, collective worships, workshops and through the wider curriculum.
- Children are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- They are regularly informed about the school's approach to such issues, including its zero tolerance policy towards all forms of child-on-child abuse.
- Engaging parents on this issue by:
 - Talking about it with parents, both in groups and one to one;
 - Asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks;
 - Involving parents in the review of school policies and lesson plans; and
 - Encouraging parents to hold the school to account on this issue.

- Ensuring that all child-on-child abuse issues are fed back to the school's designated safeguarding lead so that they can spot and address any concerning trends and identify children who maybe in need of additional support. This is done by way of a weekly staff meeting at which all concerns about children (including child-on-child abuse issues) are discussed.
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom).
- Working with the IEB, Senior Leadership Team, all staff and volunteers, children and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community.
- Creating conditions in which our children can aspire to and realise safe and healthy relationships.
- Creating a culture in which our children feel able to share their concerns openly, in a non-judgmental environment, and have them listened to. This includes the involvement of our pupil groups such as our Safety Crew and Anti-Bullying Ambassadors.
- Responding to cases of child-on-child abuse promptly and appropriately.

Appendix 1

Support for Young People: Local and National

A dedicated NSPCC helpline 0800 136 663 is available to support potential child alleged to have been abused of sexual harassment and abuse. Run by the NSPCC it aims to provide advice and support to both children and adults who are child alleged to have been abused of abuse in school. It will also include how to contact the police to report crimes. The advice line is also available to support professionals and parents.

BeeU Emotional health and Wellbeing

[BeeU : Midlands Partnership University NHS Foundation Trust](#)

Internet Watch Foundation (to potentially remove illegal images)

www.iwf.org.uk

The National Clinical Assessment and Treatment Service (NCATS)

<https://www.nspcc.org.uk/services-and-resources/childrens-services/ncats/>

Offers assessment and treatment services to children and young people with harmful sexual behaviour, and consultation and training to professionals managing complex or high-risk harmful sexual behaviour cases.

Shore - The Lucy Faithful Foundation (LFF)

Shore official site: <https://shorespace.org.uk/>

<https://www.stopitnow.org.uk/>

Stop It Now! UK and Ireland is a child abuse prevention campaign and helpline which is run by the LFF –supporting adults to play their part in prevention through providing sound information, educating members of the public, training those who work with children and families, and running a confidential and anonymous helpline (available for anyone with concerns about child sexual abuse).

Parents Protect

<https://www.parentsprotect.co.uk/>

A guide for parents of children and young people who have got in trouble online provides services to agencies working with children and their families – for those with problematic sexual behaviour on the internet and in the ‘real world’. Parents Protect is a project of the LFF, and provides an online resource for parents, and others who want to protect children from harm.

Red Balloon Learning Centres

<http://www.redballoonlearner.org/>

Red Balloon supports children who self-exclude from school and are missing education because of bullying or other trauma. It provides an academic and therapeutic programme to enable its children to get back on track and reconnect with society.

Leap Confronting Conflict

<http://www.leapconfrontingconflict.org.uk/>

Leap is an award-winning national youth charity that provides inspirational conflict management programmes and support to children (and young adults) and the professionals working with them.

Barnardo's

[Child sexual abuse and exploitation | Barnardo's](#)

Appendix 2

Government Guidance

HM Government, What to do if you're worried a child is being abused, advice for practitioners, March 2015

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Department for Education, Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies, July 2017

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing and tackling bullying advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

Department for Education, Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, December 2023

[https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working together to safeguard children 2023.pdf](https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf)

Examples of further resources

Department for Education, Keeping Children Safe in Education: Statutory guidance for schools and colleges, September 2024

[Keeping children safe in education 2024](#)

General

Contextual Safeguarding Practitioners' Network

www.contextualsafeguarding.org.uk

Appendix 3 Risk Assessment

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
<p>Details of the incident Record details of the incident from the point of view of both children</p>	<ul style="list-style-type: none"> • How serious is the incident? Was it a crime? • Do we need to make arrangements to limit contact between the children involved? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) • How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident? 			<p>Use this column to record additional information that may be relevant For example, previous, unrelated behaviour incidents</p>	
<p>Social risks</p>	<ul style="list-style-type: none"> • Do the children share a peer group? Are people in their friend group likely to take sides? • Do they both attend your school? • Do other people know about the incident? Do those people understand: <ul style="list-style-type: none"> ○ Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing ○ The importance of confidentiality ○ If, and how, they may need to be involved in any further investigations • Are they likely to be the subject of gossip, bullying or further harassment? • Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)? • Do they risk being alienated from their friend group(s) as a result of this incident? 				
<p>Physical risks</p>	<ul style="list-style-type: none"> • Do they feel, or continue to feel, physically threatened by the other child? • Do you have reason to believe they pose a continued risk to the safety and wellbeing of the child alleged to have been abused, or other children and staff? • Are they at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers) • Do they share classes/break times/etc.? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited? 				

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Environmental risks	<ul style="list-style-type: none"> • Do they live in a home where violence or abuse has occurred? • Do they live in/near an area or location known to police to be high risk for sexual harassment or assault? • Are they active on social media? If so, how? Do they know how to protect themselves from online grooming? • What activities do they take part in outside of school? • Are parents clear about: <ul style="list-style-type: none"> ○ How the school (and partner agencies) are handling the incident ○ Confidentiality ○ The conduct expected of them while an investigation is ongoing 				
DATE	UPDATES MADE	REASONS FOR UPDATES			UPDATES MADE BY
	E.g, "Updated lunchtime arrangements"	E.g, "Feedback from Child A"			

	Safety and Support Plan	
	Child On Child Abuse/ Harmful Sexual Behaviour	
	Start date:	Review date

Safety and Support plan for:	Class / year group:
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To be shared with:	To be reviewed by
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Approved by:	Position: Headteacher	Date:	Target Date for review:
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Potential source of risk	Those who might be harmed	Measures in place to mitigate risk	Additional support in place	Residual Risk Rating (H / M / L)

Shared with parents (and child where appropriate) Date:

Name & signature	Name & signature	Name & signature
Headteacher	Parent	Parent

Proactive Child on Child Risk Assessments

Contextual safeguarding need (intent)	Control measure (implementation) Consider: curriculum, staff awareness, parent awareness, environment, enrichment. Multi-agency approach, policy	Further action (review of impact)





Coalbrookdale and Ironbridge CE Primary School



Wellbeing Pupil Support.

Name of Pupil		Class		Date	
Teacher completing this form					

Well-being questions

What happened? 	
What were you thinking at the time? 	
What have you thought about since? 	
Who was affected? 	
What can school do to help? <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	

