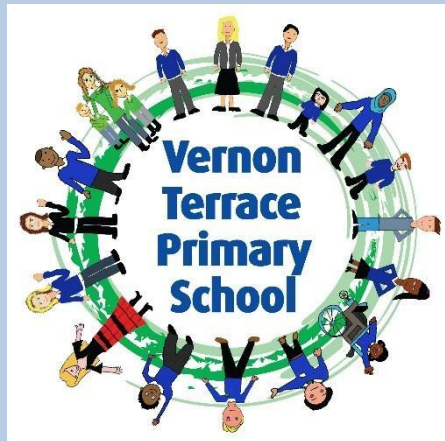


Vernon Terrace Primary School

CHILD ON CHILD ABUSE POLICY



At Vernon Terrace we aim to provide a happy and stimulating environment in which the academic, social, emotional and cultural needs of each individual child are met.

Introduction

Vernon Terrace Primary School is committed to a whole school approach to identifying, tackling & responding to child on child abuse, sexual harm/violence and harassment. This policy is an addition to our safeguarding policy.

This policy should be read in conjunction with:

- [Keeping Children Safe in Education. Statutory Guidance for schools and colleges](#). All staff in a school should be familiar with the relevant sections that deal with Child on Child Sexual Violence and Harassment.
- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#). DfE, latest guidance for HeadTeacher, Principals, Senior Leadership teams and designated safeguarding leads.
- The non-statutory UKCCIS guidance: '[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)' and [KSCB](#) guidance: "Responding to youth produced sexual imagery"
- The non-statutory guidance: [Sharing nudes and semi- nudes Advice for Education Settings, Working with Young People](#)
- [Teaching Online Safety in Schools, DfE 2019](#)
- [The Voyeurism Act, 2019 \(Section Up skirting\)](#)
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

This policy will be used alongside the following:

- The Child Protection and Safeguarding Policy;
- Behaviour Policy
- Online Safety Policy
- SEND Policy

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child on child abuse cases in our school and beyond.

In cases where child on child abuse is identified we will use the local safeguarding procedures as set out by the Northamptonshire Safeguarding Children Partnership.

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

- Child Sexual Exploitation;
- Sexting (youth produced digital imagery)
- Bullying
- Prejudiced/discriminative behaviour
- Racism / Hate crime
- Cyber bullying & online abusive behaviour
- Radicalisation
- Children who display sexually problematic/harmful behaviour, including sexual harassment/violence
- Gang association and serious violence

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 (CME)
- A Child who identifies as having a protected characteristic (Equality Act, 2010)

Research tells us that girls are more frequently identified as been 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 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.

Online child on child abuse

A child can be subjected to child on child abuse online through apps/social media.

Children at primary age are not considered mature enough to use these apps. They have not fully developed their ability to articulate (without body language) their true meaning. In addition, not fully able to understand online sarcasm and idioms, taking everything literally. Their emotional maturity and resilience is also not fully developed enough for this level of socialisation. Therefore, considering all of this, online conversations and interactions often lead to full outs which will need adult intervention. As a school we STRONGLY ADVISE parents do not allow their children to use these apps whilst at primary school. For more information on children using social media apps please read:

[What is social media? | NSPCC](#)

Child on child abuse between two children who attend Vernon Terrace Primary:

We take all cases of child on child abuse very seriously. If an investigation concludes child on child abuse we will follow our Behaviour policy - at level 3 - and may involve other agencies (police/social care) in serious cases.

If a child incurs an online child on child abuse situation with a child who does not attend our school:

We still have a duty to safeguard the child who attends our school. We will investigate the case and if given enough details about the other child we will work with the other school (where the child attends) to resolve it and ensure all parties are given the right education and consequences to stop further cases. If we consider there are safeguarding concerns raised we will involve the other school's DSL.

If we do not have enough information about the other child we will decide if the abuse warrants a police/social care (for the other child) referral. They have more resources than us to find out more information about the perpetrator.

Sexual Harm, Violence and/or Sexual Harassment

Children and young people typically display a range of sexualised behaviours as they grow up. However some may display problematic or abusive sexualised behaviour. This is harmful to the children who display it as well as the people it's directed towards. All staff, at Vernon Terrace, are trained to be able to distinguish developmentally typical sexual behaviour from sexual behaviours that are problematic or harmful. All behaviours, involving inappropriate touch, regardless of development age, are logged on our safeguarding management system. This is to monitor trends. Repeated behaviour of this kind could be alerting us that the child has a SEND or a safeguarding concern that needs exploring. All behaviours takes place on a spectrum. Understanding where a pupil's behaviour falls on a spectrum is essential to being able to respond appropriately to it (see our behaviour policy for more details).

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be 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 having an impact on academic achievement and their emotional health & wellbeing.

In this policy, we recognise the importance of distinguishing between healthy, problematic and harmful sexual behaviour (HSB).

Our thorough investigation into to an incident will inform us in the following ways:

- Decide next steps and make decisions regarding safeguarding children
- Assess and respond appropriately to sexual behaviour in pupils
- Understand healthy sexual development and distinguish it from problematic/harmful behaviour
- Assist with communicating with parents/carers about the concerns we have about their child/children;
- Assist with communicating with our partners and agencies about the concerns we have regarding a pupil in the school.

Action following a report of Sexual Harm, Violence and/or Sexual Harassment

All staff know that should they see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the Headteacher/Deputy headteacher and make a written

record of the incident onto Vernon Terrace Primary School's serious incident form. The will follow this up with a log onto our safeguarding management system. The above form will be attached to this file by the Headteacher/Deputy Headteacher.

We will speak to the pupil to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions, and their willingness/ability to work on their behaviours. Consideration is given, at this point, to whether this is a first-time incident or ongoing behaviour problem for the child/ren (perpetrator).

We will speak to the pupil/s who has been targeted to establish the impact on them of the behaviour. How the other pupil/s managed to get in a position to carry out the behaviour, how they are feeling about the other pupil now, and what support they require.

This will only be to ascertain clarification; any further investigation may have to be undertaken by the statutory agencies.

We will contact the parents/carers of those involved and share the information.

Following an incident, we will consider:

- The wishes of the child/ren subjected to the behaviour in terms of how they want to proceed. This will be done with their parent/s/carer/s present
- The nature of the alleged incident(s) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour
- Whether it meets the criteria for police involvement. If so, the school will report the incident
- Whether a MASH referral is required
- The ages of the pupils involved
- The developmental stages of the pupils involved
- Any power imbalance between the pupils concerned. For example, is the alleged abuser

significantly older, more mature or more confident? Does the child subjected to the behaviour have a disability or learning difficulty?

- If the alleged incident is a one-off or a sustained pattern
- Are there ongoing risks to the child subjected to the behaviour, other pupils, siblings, adult students or school staff; or other related issues in the wider context?

Whilst the school establishes the facts of the case:

- The child, who has committed the behaviour, will be removed from any classes or areas they share with the child subjected to the behaviour. As we are a one-form entry school it is likely to be a suspension unless the child is considered vulnerable (has a safeguarding plan)
- We will consider any reasonable steps to ensure the safety and protection of the child/ren, who has committed the behaviour, the child subjected to the behaviour and all other pupils we have a duty to safeguard
- Our behaviour team will consider whether this can be managed with a behaviour support plan, and risk assessment. This is usually when a child with special educational needs is the child who has committed the behaviour
- If there have been a number of serious cases where a risk assessment and behaviour plan have not been able to address the number of incidents a permanent exclusion maybe issued in order to keep all safe, including the child committing the behaviour (see our behaviour and exclusion policy on our website)

These actions are in the best interests of the pupils involved and should not be perceived to be a judgment on any child involved.

Responding to an incident/disclosure

Where abuse or violence, including sexual harm and/or sexual harassment, has taken place outside of school in the local community involving one or more of our children, we will investigate

and take action around the conduct of the children. We will also consider if we should notify the police if we believe an offence may have been committed.

Where behaviour between children is abusive or violent (including sexual violence/harassment) within the school; we will use our procedures as set out by the school's child protection and safeguarding policy, behaviour policy and the procedures as set out by the local Children's Safeguarding Partnership (Northamptonshire's Children's Trust). This may mean a referral to the police and Northamptonshire's Children's Trust (MASH). We must take into account any Special Educational Needs or Disabilities the child, who has committed the behaviour, has or may have. If this is the case, we will refer to our behaviour policy alongside the Equality Act and SENDCo of Practice, and involve other professionals for additional support (i.e ECHP team/inclusion team/Specialist SEND support). Where appropriate the child, who has committed the behaviour, may require a positive handling plan, behaviour plan, and a risk assessment as part of their graduated response to need.

Our safeguarding team will discuss whether a child/family could benefit from Early Help intervention. If this is considered the most appropriate approach our Family Support Worker will contact the family to explain its benefits and gain consent.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a pupil following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

Providing Early Help is more effective in promoting the welfare of child/ren than reacting later. This school acknowledges that an Early Help Assessment can be useful to address non- violent harmful sexual behaviour and may prevent escalation of sexual violence.

Sanctions and consequences

We will consider the consequences available to use in reference to our Behaviour Policy.

We recognise disciplinary actions rarely resolve issues of child on child abuse and this school will consider all courses of action and intervention. We prefer to use consequences alongside preventative interventions.

We will ensure all necessary parties including the parents/carers are informed with consequence

decisions and intended impact.

Where repeated actions of child on child abuse incur and preventative work is having no impact causing significant harm to another child/ren, we will exercise our right to permanently exclude the child exhibiting the harmful behaviour (see our Exclusion Policy on our website).

The Role of Governor

The Chair of Governors/ Link Safeguarding Governor will need to be aware of the complexities when an incident or incidents come to light, and when staff in the school are trying to manage these behaviours. This includes the use of sanctions, exclusions, pressures from parents to exclude and dealing with the parents of the person exhibiting the harmful behaviour and the parents of the child subjected to the behaviour.

Multi-Agency Working

This school will work with our partners and agencies:

Northamptonshire's Children's Trust (Early Help / Social Care)
Police
Youth Offending Service,
School nurse
CAHMS
Local Authority Inclusion Team
Targeted Funding Team

We will consult with and gain permission from parents/carers before approaching any agency for support unless we consider a child is at risk of significant harm. We can make Police and MASH referrals without parent consent.

Prevention and Training

Vernon Terrace Primary School is always working hard to create a culture where child on child abuse does not happen.

We are aiming to create an ethos of good and respectful behaviour, and this should extend to all areas of the school and in a school day, including travelling to and from school.

Our curriculum, teaching methods, PSHE workshops and personal development activities are planned to encourage positive behaviour.

We comply with our obligation to teach RSHE (Relationship, sex, health education). We cover:

- the body, hygiene, relationships, families, friendship, online and offline safety and puberty.

We will ensure that all our pupils know who to talk to, how to receive advice and help within the school. We will be able to signpost children to relevant local and national helplines and websites such as Childline.

Management of the Policy

We will ensure all our staff, governors, volunteers are trained in the awareness and response to all forms of bullying, child on child abuse, including any local issues and concerns in the wider context (Contextual Safeguarding).

In addition, we will ensure all our staff, governors and volunteers are aware of this policy and the supporting guidance, in order that they are clear regarding their role and responsibilities.

We will ensure that parents/carers are made aware of this policy and its availability on the school website.

Signed by:

Signed by:

Head Teacher

Chair of Governors

Date:

Date: