



**Bishop Aldhelm's C.E.
Primary School**

Loved by God; United in Learning

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*Love, Unity,
Courage
and Inspiration*



Child on Child Abuse Policy



September 2025 – September 2026



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Child on child Abuse Policy

Date of Policy: September 2025

Review Policy: September 2026

Named Contact Person: Mrs Sarah Dawson (DSL)

Foreword To All School Policies

The separate document 'Foreword To All School Policies' should be considered as part of every school policy as it places our policies and our work in their full context.

1. Child on child Abuse is part of Child Protection and Safeguarding

This Child on child Abuse Policy is also included within our broader Child Protection and Safeguarding Policy – our 'Safeguarding Matters' work.

The following policies should be read in conjunction with this policy:

- Child Protection & Safeguarding Policy
- Behaviour Policy (including Behaviour for learning)
- Anti-Bullying (Friendship) Policy
- Online Safety & Acceptable Use Policy
- Mobile Phone Use Policy

Keeping Children Safe in Education 2024, (page 40, para 157), states that Governing bodies and schools should ensure that their child protection policy includes:

procedures to minimise the risk of child-on-child abuse

- the systems in place (and they should be well promoted, easily understood and
- easily accessible) for children to confidently report abuse, knowing their concerns
- will be treated seriously
- how allegations of child-on-child abuse will be recorded, investigated, and dealt
- with
- clear processes as to how victims, perpetrators and any other children affected by
- child-on-child abuse will be supported
- a recognition that even if there are no reported cases of child-on-child abuse, such
- abuse may still be taking place and is simply not being reported
- a statement which makes clear there should be a zero-tolerance approach to
- abuse, and it should never be passed off as "banter", "just having a laugh", "part of
- growing up" or "boys being boys" as this can lead to a culture of unacceptable
- behaviours and an unsafe environment for children
- recognition that it is more likely that girls will be victims and boys perpetrators, but
- that all child-on-child abuse is unacceptable and will be taken seriously, and
- the different forms child-on-child abuse can take, such as:
- bullying (including cyberbullying, prejudice-based and discriminatory
- bullying)
- abuse in intimate personal relationships between children (also known as
- teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair
- pulling, or otherwise causing physical harm
- sexual violence and sexual harassment. Part five of this guidance sets out
- how schools and colleges should respond to reports of sexual violence and
- sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images
- and/or videos⁴² (also known as sexting or youth produced sexual imagery):
- the policy should include the school or college's approach to it. The
- department provides Searching Screening and Confiscation Advice for
- schools. The UKCIS Education Group has published Sharing nudes and
- semi-nudes: advice for education settings working with children and young
- people which outlines how to respond to an incident of nude and/or seminude images and/or videos
- being shared

- 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
- upskirting (which is a criminal offence⁴³), which typically involves taking a
- picture under a person's clothing without their permission, with the intention
- of viewing their genitals or buttocks to obtain sexual gratification, or cause
- the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals.

The guidance also states that Governing bodies and schools should ensure their Child Protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children (Children with special educational needs (SEN) and disabilities). These can include being more prone to peer group isolation than other children.

While it is recommended that Child on Child Abuse is associated with the School Child Protection & Safeguarding Policy, due to the sensitive nature and specific issues involved with Child on Child Abuse this separate policy should be read as an annex to our School Child Protection & Safeguarding Policy.

At Bishop Aldhelm's CE Primary, we are committed to the prevention, early identification and appropriate management of Child on Child Abuse and to ensure that any form of Child on Child Abuse or sexually harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and wellbeing.

This policy applies to governors and members of staff including volunteers.

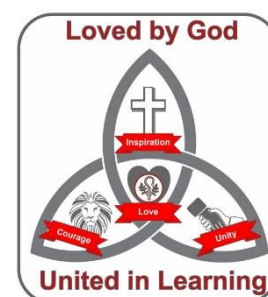
The school's aim is to prevent Child on Child Abuse occurring by encouraging children to respect one another, other adults and the community at large. Our school is a Church school where Christian values are at the heart of everything we do.

BISHOP ALDHELM'S VALUES / THE SPIRIT OF BISHOP ALDHELM'S

When addressing Child on child Abuse issues, staff must reference incidents/solutions to the 'Bishop Aldhelm's Values' and 'The Spirit of Bishop Aldhelm's' wherever applicable, e.g. when speaking to a child showing these behaviours... *'Your actions have not demonstrated our Value For Love'*.

Our Values are at the core of all of our work:

- **Love** – a strong feeling of affection and/or a great interest and pleasure in something.
- **Inspiration** – the process of being mentally stimulated to do or feel something, especially to do something creative.
- **Unity** – the state of being united or joined as a whole.
- **Courage** – it takes courage to identify wrong-doing, courage to admit wrong-doing and courage to move forwards; all three are at the heart of our policy and practice.



2. Definition of 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.

Online Child-on-Child Abuse is any form of Child-on-Child Abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, Child-on-child grooming, threatening language delivered via online means, the distribution of sexualised content and harassment.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

3. Vulnerabilities

As a school we will recognise any child can be vulnerable to child on child abuse including

- Individual and situation factors can increase a child's vulnerabilities to abuse by their peers such as the sharing of an image or photograph
- Children who are socially isolated from their peers
- Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse
- Children with certain characteristics such as sexual orientation, ethnicity, race or religious beliefs
- Children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND.

Similarly, at Bishop Aldhelm's we follow advice from the Church of England's document, 'Valuing all God's children: Challenging homophobic, biphobic and transphobic (HBT) bullying' (updated 2019). Therefore, all systems, both rewards and sanction, apply to any HBT bullying and language used.

4. Prevention

As a school we will minimise the risk of allegations against other pupils by:

- In line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2020, providing a developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour, keeping themselves safe, the nature of child on child abuse and what is meant by consent
- Having a robust Online safety programme (including mobile phone technology) which develops pupils knowledge, understanding and skills, to ensure personal safety and self protection when using the internet and social networking
- Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued in a non-judgemental environment
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils
- Creating a safe culture in school by implementing policies and procedures that address child on child abuse and harmful attitudes, promoting healthy relationships and attitudes to gender and sexuality

5. Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting . It should be considered as a safeguarding allegation against a pupil if some of the following features are present.

The allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a pupil could include:

Sexual Violence and Sexual Harassment

Sexual Violence - Children can, and sometimes do, abuse their peers in a sexually violent way. Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described as

Rape - A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration - A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault - A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents

Sexual Harassment - Child on child Sexual Harassment is unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

Sexual Abuse and Harmful Sexual Behaviour - Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. . It can also include indecent exposure, indecent touching /serious sexual assaults or forcing others to watch pornography or take part in sexting.

Sexual Exploitation - This can include encouraging other young people to engage in inappropriate sexual behaviour or grooming and recruiting members of the peer group into being sexually exploited by other young people or adults. It can also include photographing or videoing other children performing indecent acts.

Upskirting - This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their buttocks or genitals to obtain sexual gratification or cause the victim humiliation, distress or harm.

Physical Abuse

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or sanctions to be undertaken.

Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- **An Imbalance of Power:** Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e. g. size, hair colour, race, gender, sexual orientation, and excluding someone from a group on purpose. (See Anti-Bullying Policy).

Use of online technologies

Cyber Bullying - Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. If the behaviour involves the taking, sharing or distributing indecent images of young people under the age of 18, then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, if a child is 10 and above, the school will have no choice but to involve the police to investigate these situations.

Sexting - Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, regardless of their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Emotional Abuse

Can include blackmail or extortion and may also includes threats and intimidation. This harmful behaviour can have a significant impact on the mental health and emotional well- being of the victim and can lead to self harm.

Teenage Relationship Abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teenager uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Initiation/hazing type violence and rituals

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups.

The initiation rites can range from relatively benign pranks, to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault. Staff need to be alert to such behaviour and act in line with their child protection and behaviour policies.

6. Identifying a child who is being abused by their peers

The school will recognise that the signs that a child may be suffering from Child-on-child abuse can also overlap with signs indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected,

- physical injuries,
- experiencing difficulties with mental health and/or emotional wellbeing,
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much,
- broader changes in behaviour including alcohol or substance misuse,
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- abusive behaviour towards others

Abuse affects children very differently. The above list is not exhaustive, and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on the context of their circumstances.

Where a child exhibits any behaviour that is out of character or abnormal for his/her age, the school will consider whether an underlying concern is contributing to their behaviour including, whether the child is being harmed or abused by their peers).

7. Procedure for dealing with Allegations of Child on child Abuse

When an allegation is made by a pupil against another student, or about a child on child incident they have witnessed or been a part of, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

- The member of staff will listen to the disclosure, using open language and demonstrate understanding without judgement.
- The school and the Designated Safeguarding Lead will also take account of the wider context in which the alleged incident(s) of child on child abuse took place, for example the physical environment of the school; route/travel to and from school; online environment and gender norms
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances (recorded on My Concern).
- The Designated Safeguarding Lead should contact the MASH at the Children's First Response Hub to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, through the Children's First Response Hub, the police will become involved.
- Parents, of both/all the student/s concerned with the disclosure/allegation and the alleged victim/s, should be informed and kept updated on the progress of the referral.
- The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding Records on My Concern.
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.
- Where a disclosure or allegation indicates that indecent images of a child or children may have been shared online, the DSL will consider what line of action is to be taken in line with the Online Safety and Acceptable Use Policy or the Mobile Phone Use Policy and whether or not devices are to be confiscated, the police contacted, the MASH at Children's First Response Hub informed and if the images have been uploaded to the internet what specialist help may be required for the images to be removed.

8. Recording incidents

My Concern

MyConcern® is a safe and secure software for recording and managing all safeguarding concerns, including behaviour, e-safety, racism and pastoral concerns which may include bullying incidents.

All teachers and teaching assistants have been given access to 'My Concern' and are responsible for reporting any incidents/concerns/matters linked to safeguarding concerns, including behaviour, bullying, online safety, racism and pastoral concerns which are of any significance and which require follow-up beyond the member of staff first dealing with the incident/matter/concern. Similarly any incidents/matters/concerns which indicate a 'pattern' must be recorded.

The Designated Safeguarding Lead team (DSLs) have access to all concerns reported on My Concern. This enables them to closely monitor and manage all concerns and enables the recording of decisions and the allocation of staff actions. For each pupil an automatic chronology for all concerns are built which help aid further reporting and actions required by the DSLs.

9. Monitoring and Review

This policy will be monitored and the effectiveness will be evaluated in the light of the numbers of child on child abuse incidents recorded, staff response to child on child abuse and any concerns of children, staff and parents regarding these matters. All members of the SLT are responsible for responding to incidents of child on child abuse and the Headteacher has specific responsibility for ensuring that procedures in this policy are followed.