

**Child on Child Abuse
Policy
Pioneer House High School
September 2023**

Document Control	
Title	Child on Child Abuse Policy
Date	September 2023
Supersedes	Child Protection & Safeguarding Policy (September 2022)
Amendments	Highlighted in green in line with KCSIE 2023
Related Policies/Guidance	Child Protection & Safeguarding Policy (September 2023) KCSIE 2023 See Appendix for other guidance
Review	Annually (Statutory)
Author	Caroline Pauls
Date consultation completed	NA
Approval Level	Headteacher
Date adopted	31.08.2023

Prospere Learning Trust
is a Multi-Academy Trust
Registered in England and Wales number 10872612
Registered Office: Firbank Road, Manchester, M23 2YS

The Prospere Learning Trust has several trust - wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students; however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body/Governors relates to the members of the Local Governing Body representing the Trust Board
- School includes a reference to school, academy or free school unless otherwise stated
- Headteacher includes a reference to Headteacher, Principle or Head of a School, academy or free school

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Pioneer House High School

NAMED GOVERNOR for Safeguarding & Prevent	Contact Phone Number/Email
Caroline Ross	01612418100

The Headteacher who has the ultimate responsibility for safeguarding is **Adele Cox** head@pioneerhouse.net

In their absence, the authorised members of staff are:

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Telephone: 01612418100

1. Roles and Responsibilities

Name	Role	Location and/or Contact Phone Number
Declan Cambell	Associate Deputy Headteacher/Behaviour lead	d.campbell@pioneerhouse.net 01612418100
Susan Alvis	Deputy Designated Safeguarding Lead	s.alvis@pioneerhouse.net 01612418100
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This policy has been developed to ensure that all adults in our school, including regular staff, supply staff, volunteers, visitors and contractors are working together to safeguard and promote the welfare of children and young people and to identify and address any child on child abuse safeguarding concerns and to ensure consistent good practice.

At Pioneer House our approach is child centred.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.' (KCSIE 2023, Part 1)

If staff, volunteers or visitors have concerns about a child they will raise these with the school's Designated Safeguarding Lead.

Details of concerns and incidents are recorded on the CPOMS system, so that a comprehensive record and chronology of concerns, incidents and actions is maintained by the school.

THIS POLICY MUST BE READ IN CONJUNCTION WITH KEEPING CHILDREN SAFE IN EDUCATION (SEPTEMBER 2023) PART ONE and the CHILD PROTECTION AND SAFEGUARDING POLICY 2023.

2. INTRODUCTION

Through this policy we aim to create and maintain a safe learning environment where all children feel safe, secure and valued and know they will be listened to and taken seriously.

At Pioneer House High School:

- We respect one another
- We value the wellbeing of all staff and children
- We expect the best
- We value cooperative working
- We recognise that everyone is an individual and we value diversity
- We value learning

Our policy complements and supports other relevant school policies (Appendix D).

Our policy is regularly reviewed, and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

3. WHAT IS CHILD-ON-CHILD ABUSE?

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

4. TYPES OF CHILD-ON-CHILD ABUSE

Child-on-child abuse is most likely to include, but may not be limited to:

- **Bullying** (including cyber-bullying, prejudice-based and discriminatory bullying)
- **Abuse in intimate personal relationships between children** (this is 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:

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
 - Through a group of children sexually assaulting or sexually harassing a single child or group of children
 - Online and face to face (both physically and verbally)
 - Sexual violence and sexual harassment exist on a continuum and may overlap.
- **Serious Violence** - Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:
 - Increased absence from school
 - Change in friendships or relationships with older individuals or groups
 - Significant decline in performance
 - Signs of self-harm or a significant change in wellbeing
 - Signs of assault or unexplained injuries
 - Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))
 - 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)
 - **Up skirting**, 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

- **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)
- **Where children abuse their peers online**, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate.

Groups more at risk

Some groups are potentially more at risk.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at **greater risk of sexual violence or harassment**.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

If staff have any concerns about serious violence, sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate.

5.1 RECORDING, REPORTING AND ACTING ON CONCERNS

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

- Speak to the DSL or a member of the wider safeguarding team
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system

When considering instances child on child abuse, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

In all cases of Child-on-child abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. Staff should also be mindful of contextual safeguarding and that wider safeguarding concerns may influence the child's account of the event(s). Alongside this peer pressure and the impact of sharing information about the incident(s) may also influence a child's account. Gather the facts In cases specifically relating to Sexual violence and sexual harassment, part 5 of Keeping Children Safe in Education, 2023 states that two members of staff (one being the Designated Safeguarding Lead) should be present to manage the report, where possible.

If from the information that you gather you believe any young person to be at risk of significant harm, you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). This action would, in most circumstances be undertaken by the Designated Safeguarding Lead but in the event of their absence the referral can be made by another member of the Safeguarding Team.

Outcomes

For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may

need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members. Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g., making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour, it may be a requirement for the young person to engage in one-to-one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site. Even following the conclusion of any investigation, the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multiagency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour. The school may also choose a punishment as a consequence such as suspension or internal suspension a period of time to allow the young person to reflect on their behaviour.

Review of circumstances

Following any incident of harm, it is necessary for our School to consider if anything could have been done differently. This demonstrates how proactive the school is in continually reviewing our policies and systems in effectively keeping children safe.

6 SUPPORTING CHILDREN AND YOUNG PEOPLE THROUGH THE CURRICULUM

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of Child-on-child abuse rather than manage the issues in a reactive way.

Firstly, and most importantly for schools and settings is recognition that Child on child abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff. This can be supported by ensuring that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek **one on one opportunities to be harmful to one another**.

At Pioneer House we are committed to promoting emotional health and wellbeing and to supporting the development of the skills needed to help keep children safe and healthy. This includes face to face teaching, blended learning and online learning as needed in response to any crisis situation that may arise.

- All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural op-opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
- This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, questions and challenge and to make informed choices in later life.
- Healthy Lifestyles (PSHE) lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.
- We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.
- All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Displays for children are prominent

around school with up-to-date photographs of the safeguarding staff.

- Children are encouraged to contribute to the development of policies. Pupil questionnaires are used to capture pupil voice and highlight areas for focus in school policy and practice.
- Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children. (KCSiE Part 2 2023)

We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.

We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

APPENDICES

Our policy is based on the following legislation, national & local guidance/procedures and links to other relevant school policies

A. Legislation, Statutory Guidance & Ofsted Framework

‘Keeping Children Safe in Education’, September 2023

Specific guidance for educational settings - relevant sections to be read and understood by all staff and volunteers as deemed appropriate. It signposts to key legislation as well as signposting to useful organisations and resources.

- Ofsted Section 5 Inspection Framework for Schools
- ‘Working Together to Safeguard Children’
- Prevent Duty, Section 26 Counter Terrorism & Security Act
- Domestic Abuse Act 2021
- DFE Statutory Policies for Schools
- Teachers’ Standards
- Governors’ Handbook
- ‘Listening to & involving children & young people’, stat guidance
- Equality Act

B. Non-statutory Guidance

- DFE ‘What to do if you are worried a child is being abused - Advice for practitioners’

- 'Safer Working Practices'
- DFE National Standards of Excellence for Headteachers,
- DFE 'Use of Reasonable Force in Schools',
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- DfE Sexual Violence and Sexual Harassment in Schools and Colleges advice

C.MCC, MSP & GM Policies, Procedures & Guidance

Links to:-

MSP Website:-

- MSP on Sexual Harassment
- GM Weapons Carrying Guidance

Our Practice in Manchester website:-

- MThrive
- National Police Chiefs' Guidance

D. Links to Other Relevant School/EY Setting/College Policies/Procedures

- Physical Interventions/Restraint
- Relationships Education, Relationships and Sex Education and Personal Social and Health Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and short-term exclusions
- Trips and Visit
- Special Educational Needs
- Disability Discrimination
- Looked After Children
- Anti-bullying (Preventing Bullying)

Add to list as appropriate/relevant for any additional information included in model Policy

E. Links to Other Relevant MCC Education Department Policies/Guidance

Schools Hub

- 'Safeguarding' model policy & guidance
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC

- Inclusion Strategy
- Weapon Carrying in Schools and Colleges Guidance
- UKIS Governors' Guidance for Online Safety

F. Abbreviations

- GM Greater Manchester
- MASH Multi Agency Safeguarding Hub
- MCC Manchester City Council
- MSCB Manchester Safeguarding Children's Board

