



# St Peter's CE Primary School



## Child on Child Abuse Preventions and Reporting Procedures

### How we aim to build a safe culture in school

It is important to build a culture within which our children are aware of how to keep themselves and others safe in order to prevent incidents from occurring. We do this through the following provision:

- ✚ Strong Relationships
- ✚ PSHE curriculum with a focus on teaching about healthy relationships and promoting positive mental health and a question based approach

**Through our PSHE curriculum, at an age appropriate level, we teach:**

**Consent, friendship, boundaries and privacy, correct name of body parts, body parts are private, appropriate and inappropriate touch.**

- ✚ Online safety curriculum
- ✚ Positive Behaviour Policy
- ✚ Posters around school
- ✚ Pastoral Support worker
- ✚ Counselling
- ✚ Play therapy
- ✚ SEND support
- ✚ Well being workshops
- ✚ Staff Training
- ✚ Picture News Resources
- ✚ Staff Training eg ACES, safeguarding, nurture.
- ✚ Code of Conduct and Acceptable Use Policies

### Responding to a Report

- ✚ Listen and take the report seriously.
- ✚ Reassure the child but do not promise confidentiality
- ✚ Document the voice of the child.
- ✚ Record on CPOMS and seek advice from a DSL.
- ✚ DSL to investigate and assess the incident using the continuum document

## Harmful Sexual Behaviours occur across a continuum:

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

**Source:** Hackett, S, 'Children, young people and sexual violence' in 'Children behaving badly? Exploring peer violence between children and young people', 2010.

- ✚ Inform parents/ other professionals
- ✚ Put support/ actions in place accordingly for BOTH children
- ✚ Create a risk management plan in place if appropriate.