



Hucknall Flying High Academy

Child on Child Abuse Policy

“Make Every Day Count”

We aim to make every day count for our children where they thrive and build the cultural-capital they need to make aspirational choices about their own future

Date Policy Written	September 2024
Date Policy to be Reviewed	September 2025
Date Presented to Governors	15th October 2024
Signed (Headteacher)	
Signed (Chair of Governors)	

Introduction

At Hucknall Flying High Academy we have a **zero-tolerance** approach to all forms of child-on-child abuse including sexual violence, sexual harassment (SVSH) and harmful sexual behaviour (HSB). We believe that child-on-child abuse is never acceptable, and it will not be tolerated. It will **never** be passed off as “banter,” “just having a laugh,” “a part of growing up” or “boys being boys.” We will **respond to all signs, reports, and concerns** of child-on-child abuse, including those that have happened outside of our school premises, and/or online. We recognise that children are vulnerable to and capable of abusing their peers, we take such abuse as seriously as abuse perpetrated by an adult. We recognise that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. We acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond.

In cases where child-on-child abuse is suspected or identified we will follow our Child Protection procedures, taking a contextual, trauma-informed, and strengths-based approach to support all children who have been affected by the situation including the victim and **alleged** perpetrator.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2023) and was formulated in consultation with the whole school community:

This policy is available:

- Online on the school website
- In the school welcome pack
- From the school office
- Child friendly versions are on display.

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and Responsibilities

All staff working with children maintain an attitude of ‘**it could happen here,**’ and this is especially important when considering child-on-child abuse.

The Head teacher has overall responsibility for the policy and its implementation and liaising with the Governing body, parents/carers, LA (Local Authority), and outside agencies. Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead (DSL) and their Deputies in our school are:

- Karl Clowery
- Atlanta Morris
- Emma Gerrard
- Betsan Dempsey
- Jeanette Oswin

The nominated Governor with responsibility for child-on-child abuse is Neil Robinson.

Definitions

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

- Bullying (including cyberbullying, prejudiced-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 or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting (which is a criminal offence), 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). This may also be an indicator of wider exploitation such as Child Sexual Exploitation (CSE) and/or Child Criminal Exploitation (CCE) and/or County Lines.

Recognising:

At Hucknall Flying High Academy we recognise that behaviours associated with child-on-child abuse take place on a spectrum. Understanding where a child’s behaviour falls on this spectrum is essential to being able to respond appropriately to it.

We recognise that all children grow and develop at their own pace. We will use our professional judgement and knowledge of child development when responding to child-on-child abuse.

Reporting and Responding:

At Hucknall Flying High Academy we want children, parents/carers, staff, and visitors to confidently report abuse, knowing their concerns will be treated seriously. We recognise that our school's initial response to a report of child-on-child abuse is incredibly important - how we respond to a report can encourage or undermine the confidence of future victims to report or come forward. As a school we will also respond to reports of alleged child-on-child abuse that have occurred online or outside of school. These reports will be treated seriously, and the school remains committed to supporting and safeguarding all parties including the victim, alleged perpetrator, and any other child(ren) who may be affected.

We will make decisions on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking the leading role and using their professional judgement, supported by other agencies, such as the Local Authority, Children's Social Care, and the Police as appropriate. We will ensure that we reference and follow other school policies and procedures as appropriate.

We have clear reporting systems for each group of our school community: the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Children (including bystanders):

It is important to understand that a victim may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. We recognise that in some instances another child may report on another child's behalf. All children will know how to report concerns or incidents of child-on-child abuse.

We ask that all children report any concerning behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our children of who they can report concerns to.

The member of staff will listen to the child and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. In line with the statutory guidance provided in [Keeping children safe in education 2024](#), we will never promise a child that we will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child. The member of staff will make a formal record of the concern/report on the school's recording system CPOMs and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in each classroom where the

child can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the children at the start of the year and children are reminded of them regularly.

Parents/carers

We understand that parents and carers may well struggle to cope with making or receiving a report that their child has been the victim of or is an alleged perpetrator of child-on-child abuse.

In line with the statutory guidance provided in [Keeping children safe in education 2024 \(Part 5\)](#), we will seek advice and support from other services as decided on a case-by-case basis. All decisions and actions taken by the school will consider the needs of the individual children involved, and the wider school community.

We ask that if parents/carers have concerns about their child experiencing or allegedly perpetrating child-on-child abuse, that they contact the school's Designated Safeguarding Lead/Deputy (in person/via telephone call/via email) to explain their concerns. The Designated Safeguarding Lead/Deputy will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the Designated Safeguarding Lead/Deputy will make a formal record of the report on the school's recording system CPOMs and other relevant members of staff will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers to come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of child-on-child abuse. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations) and ongoing investigations by statutory services. This may mean, at times, that we are not able to provide or share information or updates.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Staff

Our staff work closely with our children and therefore may notice a change in a child's behaviour or attitude that might indicate that something is wrong before receiving a report from a child or a member of the school community. If staff have any concerns about a child's welfare or are concerned that a child is displaying behaviours that may show they have been the victim of or that they are perpetrating child-on-child abuse, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead/directly to the Head teacher. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the report

on the school's recording system CPOMs and other relevant staff members will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about child-on-child abuse that they have witnessed, or have been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the concerns on the school's recording system CPOMs and other relevant staff members will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a child is considered at risk.

Recording and evaluating:

We will ensure a written report is made as soon after the disclosure as possible, recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated. We will ensure the Designated Safeguarding Lead (or deputy) will be informed as soon as possible, if they were not involved in the initial report. We will ensure that details of decisions made and reasons for decisions are recorded as well as any outcomes.

We will ensure that any 'safety plans' are recorded electronically and kept under review. These will be kept on CPOMS.

Strategies for Prevention:

Our school, Hucknall Flying High Academy, actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- **Staff training**
 - Contextual safeguarding
 - Identification and classification of specific behaviours – SVSH, HSB etc
 - Making it clear there is a **zero-tolerance approach** to child-on-child abuse (especially in relation to SVSH) that it is **never** acceptable and will not be tolerated. Ensuring it is **never** passed off as "banter," "just having a laugh," "a part of growing up" or "boys being boys."

- Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
 - Challenging physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts
 - Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
 - Ensuring that the Governing body / proprietors / management committee are aware of their statutory safeguarding responsibilities (effective child protection policy – child-on-child abuse policy)
 - Ensuring that all child-on-child abuse issues are fed back to the safeguarding lead/team so that they can spot and address any concerning trends and identify those children who may need additional support
- **Information for children (pupils/students)**
 - Creating an ethos and culture in which all children feel able to share their concerns openly, in a non-judgemental environment, and have them listened to
 - All children are frequently told what to do if they witness or experience any form of child-on-child abuse, the effect that it can have on those who experience it and the possible reasons for it
 - They are regularly informed about the school's approach to all forms of child-on-child abuse, including the school's zero-tolerance approach towards all forms of child-on-child abuse, the process for reporting their concerns of child-on-child abuse and where to go for further help, support, and advice
 - Educating all children about the nature and prevalence of child-on-child abuse via a well embedded RHE/RSHE curriculum, PSHE curriculum or wider curriculum
 - Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
- **Information for parents/carers**
 - Talking to parents, both in groups and one-to-one
 - Providing opportunities for parents to be involved in the review of school policies and lesson plans; and
 - Encouraging parents to hold the school to account on this issue
 - Asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks
 - Challenging the attitudes that underlie child-on-child abuse – in school and/or the wider community
 - Ensuring parents /carers are aware of the ethos and culture of the school or college
- **RHE (Relationships and Health Education) / RSHE curriculum**
 - The school have a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life, which is supported by a planned programme of evidence based RSHE curriculum
 - Our RHE/RSHE/PSHE programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering children with SEND (Special Educational Needs and Disabilities) and/or other vulnerabilities)
 - We will, through our RHE/RSHE/PSHE programme promote:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Equality and raise awareness of stereotyping and prejudice
 - Body confidence and self-esteem
 - How to recognise an abusive relationship, including coercive and controlling behaviour

- The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, teenage relationship abuse (intimate personal relationships between children), and how to access support, and
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

Breaches / Complaints:

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies:

You may find it helpful to read this child-on-child abuse policy alongside the other following school policies:

Policy	How it may link
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-Bullying policy	Includes information about bullying behaviours and vulnerable groups
Online Safety and Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about healthy relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Further information and support can be found through the following links:

- Part 5: Child-on-child sexual violence and sexual harassment (pages 105-135) of Keeping Children Safe in Education (2023) [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101521/Keeping-children-safe-in-education-2023.pdf)
- Definitions - [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101521/Keeping-children-safe-in-education-2023.pdf)
- Simon Hackett (2010) Continuum model of sexual behaviours -
 - [Sexual development and behaviour in children | NSPCC Learning](https://www.nspcc.org.uk/keeping-children-safe/learning/sexual-development-and-behaviour-in-children/)
 - [NSPCC Learning Understanding sexualised behaviour in children | NSPCC Learning](https://www.nspcc.org.uk/keeping-children-safe/learning/understanding-sexualised-behaviour-in-children/)

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: 15th October 2024

Date to be reviewed: September 2025

Appendix 1

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	• Single instances of inappropriate sexual behaviour	• Problematic and concerning behaviours	• Victimising intent or outcome	• Physically violent sexual abuse
Socially acceptable	• Socially acceptable behaviour within peer group	• Developmentally unusual and socially unexpected	• Includes misuse of power	• Highly intrusive
Consensual, mutual, reciprocal	• Context for behaviour may be inappropriate	• No overt elements of victimisation	• Coercion and force to ensure victim compliance	• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision making	• Generally consensual and reciprocal	• Consent issues may be unclear	• Intrusive	• Sadism
		• May lack reciprocity or equal power	• Informed consent lacking, or not able to be freely given by victim	
		• May include levels of compulsivity	• May include elements of expressive violence	

<https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Appendix 2

Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour

- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in

- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having

more or less money than usual, going missing

- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

- receipt of gifts or money in exchange for sex

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals

Appendix 3

Further information and support can be found through the following links:

- Part 5: Child-on-child sexual violence and sexual harassment (pages 103-133) of Keeping Children Safe in Education (2022) [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/keeping-children-safe-in-education-2022)
- Definitions - [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/keeping-children-safe-in-education-2022)
- Simon Hackett (2010) Continuum model of sexual behaviours -
 - [Sexual development and behaviour in children | NSPCC Learning](https://www.nspcc.org.uk/learning/sexual-development-and-behaviour-in-children/)
 - [NSPCC Learning Understanding sexualised behaviour in children | NSPCC Learning](https://www.nspcc.org.uk/learning/understanding-sexualised-behaviour-in-children/)

Appendix 4

Support for Young People: Local and National

- Nottinghamshire Children and Young People's Independent Sexual Violence Advisors (ChiIVAs) provided by IMARA provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChiSVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim. <http://www.imara.org.uk/about%20us/chisva-service/>
- Child and adolescent mental health services (CAMHS) www.nottinghamshirehealthcare.nhs.uk/cahms
- Rape Crisis Centre's can provide therapeutic support for children over 13 who have experienced sexual violence. www.nottssvss.org.uk
- Internet Watch Foundation (to potentially remove illegal images) <https://www.iwf.org.uk/>

Appendix 5

Useful Publications and Websites Government Publications Sexual harassment and sexual violence in schools

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges

Keeping Children safe in Education –

www.gov.uk/government/publications/keepingchildren-safe-in-education

Preventing youth violence and gang involvement

www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youthviolence

Preventing and tackling bullying in schools

www.gov.uk/government/publications/preventing-and-tackling-bullying

Other useful documents Sexting Sexting in schools and colleges-Responding to incidents and safeguarding young people https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Peer-on-peer abuse Farrer &Co - Peer-on-peer abuse toolkit, guidance on peer-on peer abuse policy and template peer-on-peer abuse policy

www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%2014.pdf

Anti-bullying alliance There are some useful links on the section on sexual bullying:- Sexual bullying: developing effective anti-bullying practice- A guide for school staff and other professional

[www.antibullyingalliance.org.uk /sites/default/files/field/attachment/Sexual%20bullying%20-%20antibullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17_1.pdf](http://www.antibullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20antibullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17_1.pdf)

Preventing abuse among children and young people-guidance from Stop it Now

[www.stopitnow.org.uk /files/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf](http://www.stopitnow.org.uk/files/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf)

What is Age appropriate?

<http://www.stopitnow.org/ohc-content/what-is-age-appropriate>

NSPCC-Harmful sexual behaviour

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexualbehaviour/>

NCB Harmful sexual behaviour <https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmfulsexual-behaviour>

NSPCC –Is this sexual abuse?

<https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplinesreport-peer-sexual-abuse.pdf>

Online sexual harassment Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding

<https://www.childnet.com/our-projects/project-desname>

Sexism It's Just Everywhere- a study on sexism in schools –and how we tackle it <https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf>

•Relationship Education , Relationship and Sex Education HMSO

www.gov.uk/government/news/relationships-education-relationships-and-sex

Policy Guidance and Policy Template - Child-on-Child Abuse

1 September 2024

Schools and colleges **should respond to all signs, reports, and concerns** of child-on-child abuse, including those that have happened outside of the school or college premises, and/or online.

All schools need to include child-on-child abuse in their school's policies and procedures and all staff need to be aware of these and ensure they are part of their everyday practice. Children also need to know how to report concerns and to know that they will be listened to and supported. It is important that schools see this guidance and model policy as a framework that will need to be adapted to fit the age and developmental stage and understanding of their pupil group. A policy template is attached to this document, the areas in red are for you to amend and ensure they reflect your school's current practice.

This guidance and associated Policy Template for Child-on-Child Abuse has been written to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2024) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2024)

The term 'peer on peer abuse' has been replaced by the term 'child-on-child abuse' and all documentation should be updated to reflect this change. It is good practice to link your setting's Child-on-Child Policy with the following policies as a minimum:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Online Safety Policy
- Behaviour Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)

It is good practice, as with the development of all policies, to consult with all main stakeholders, such as – pupils, parents/carers, staff, governors, and the wider community.

Support and a quality assurance check are available for all schools and academies in Nottinghamshire with the option of follow-up training as part of a sold service. Please contact Kirstin Lamb (NCC's CSE Coordinator) for further information: kirstin.lamb@nottscc.gov.uk

This guidance and policy template has been developed with direct reference to Part 5: Child-on-child sexual violence and sexual harassment (pages 103-133) of Keeping Children Safe in Education (2024) [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/publications/keeping-children-safe-in-education-2024) – there are direct references to Harmful Sexual Behaviour (HSB) and Sexual Violence and Sexual Harassment (SVSH).

You may also find it helpful to refer to the following guidance, reviews, and research:

- Keeping Children Safe in Education (KCSiE) 2024 [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2024)
- Working Together to Safeguard Children [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children)
- OFSTED – Review of sexual abuse in schools and colleges [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges)
- Sharing nudes and semi-nudes [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes)
- Statutory Guidance for [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/publications/relationships-education)
- Nottinghamshire Safeguarding Partnership (NSCP (Nottinghamshire Safeguarding Children Partnership)) Policy, Practice and Guidance [Nottinghamshire Safeguarding Children Partnership](https://www.nottinghamshire.gov.uk/safeguarding)
- Nottinghamshire Schools' Portal – Tackling Emerging Threats to Children (TETC) pages [Information and Resources for Schools | NCC Schools Portal \(nottinghamshire.gov.uk\)](https://www.nottinghamshire.gov.uk/schools-portal)

Contextual Safeguarding

All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors (sometimes referred to as 'harm outside the home' or 'extra-familial harm') are present in a child's life that are a threat to their safety and/or welfare.

Vulnerable Groups

There is no way to know which children are most vulnerable to becoming victims of, or being an alleged perpetrator of child-on-child abuse, but there are some factors for 'abuse-risk' to be aware of, including but not limited to:

- very young children
- children with SEN (Special Educational Needs), disabilities and/or health problems
- children who have already experienced, or are currently experiencing:
 - any form of child abuse
 - grooming for any form of exploitation
 - bullying including online bullying
 - forms of domestic abuse (perpetrated by an adult)
 - abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- children who are looked after
- children who have caring responsibilities
- children who experience prejudiced-based bullying including children who identify as, or are perceived to be Lesbian, Gay, Bisexual or Trans (LGBT)

Schools and colleges also need to be mindful of the Protected Characteristics as detailed within the Equality Act 2010 and how children may be impacted. [Discrimination: your rights: Types of discrimination \('protected characteristics'\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/discrimination-your-rights-types-of-discrimination-protected-characteristics) [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/101/section/1)

Additional considerations for settings

When considering Harmful Sexual Behaviour (HSB), both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Schools and colleges should ensure that their response to sexual violence and sexual harassment (SVSH) between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

Additional Information

- Definitions - [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671111/Keeping-children-safe-in-education-2024.pdf)
- Simon Hackett (2010) Continuum model of sexual behaviours -
 - [Sexual development and behaviour in children | NSPCC Learning](https://www.nspcc.org.uk/learn/sexual-development-and-behaviour-in-children/)
 - [NSPCC Learning Understanding sexualised behaviour in children | NSPCC Learning](https://www.nspcc.org.uk/learn/understanding-sexualised-behaviour-in-children/)
- Support for Professionals (HSB) - [Harmful Sexual Behaviour Support Service | SWGfL](https://www.swgfl.nspcc.org.uk/harmful-sexual-behaviour-support-service/)
- [Understanding Behaviour in Schools | The East Midlands Education Support Service \(em-edsupport.org.uk\)](https://www.em-edsupport.org.uk/understanding-behaviour-in-schools/)
- Foundations in identity Toolkit - [Identity | The East Midlands Education Support Service \(em-edsupport.org.uk\)](https://www.em-edsupport.org.uk/identity/)
- Nottinghamshire Schools' Portal – Tackling Emerging Threats to Children (TETC) pages [Information and Resources for Schools | NCC Schools Portal \(nottinghamshire.gov.uk\)](https://www.nottinghamshire.gov.uk/ncc-schools-portal/tackling-emerging-threats-to-children/tetc/)