



Child on Child Abuse & Harmful Sexual Behaviours Policy

Version Control: V4.1 - *updated roles and responsibilities; information about filtering and monitoring*

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Signed:

Name:	Mrs L Rowland	Chair of Governors
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Introduction

Richardson Endowed Primary School is committed to a whole school approach to identifying, tackling and responding to child-on-child abuse, sexual harm/violence and harassment.

This policy supports the guidance issued to Derbyshire schools that helps understand, identify and provides tools to respond to problematic/harmful sexual behaviours in schools.

A child/pupil as described in this policy is a child and young person up until 18 years.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Human Rights Act 1998
- Sexual Offences Act 2003
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- DfE (2018) 'Working together to safeguard children'
- DfE (2023) 'Keeping children safe in education 2023' (KCSIE)

The policy also has regard to the following non-statutory guidance:

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DSIT, DCMS and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- National Police Chief's Council (2020) 'When to call the police: guidance for schools and colleges'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Data Protection Policy
- Anti-bullying Policy
- Suspension and Exclusion Policy
- Online Safety Policy
- Staff Code of Conduct
- Cyber-security Policy
- Children Missing from Education Policy
- Low-level Safeguarding Concerns Policy

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

In cases where child-on-child abuse is identified we will use the local safeguarding procedures as set out by the Derby and Derbyshire Safeguarding children partnership.

Definitions

“**Child-on-child abuse**” is defined, for the purposes of this policy, as any form of abuse inflicted by one child or a group of children, i.e. individuals under the age of 18, against another child or group of children. This policy covers child-on-child abuse both inside and outside of school.

“**Harmful sexual behaviour**” is defined as any sexual behaviour which:

- Does not observe and respect any individuals on the receiving end of the behaviour, e.g. touching someone without their consent.
- Is inappropriate for the age or stage of development of the pupil.
- Is problematic, abusive or violent.
- May cause developmental damage.

Please note: Harmful sexual behaviour can occur online and/or face-to-face and can also occur simultaneously between the two.

This policy will use the following terms to describe pupils involved in child-on-child abuse:

- **Victim(s)** – the individual(s) against whom the abuse has, or has allegedly, been inflicted.
- **Perpetrator(s)** – the individual(s) exhibiting abusive behaviour against their peers.
- **Alleged perpetrator(s)** – individual(s) against whom a report of abusive behaviour has been made, where guilt has not yet been ascertained.

***Please note:** The use of the word ‘alleged’ does not mean that the pupil in question is not guilty of child-on-child abuse, that the school does not believe the allegation, or that the allegation will not be taken seriously. Staff will remember that the school has a legal duty of care to all perpetrators and alleged perpetrators who are pupils at the school, including a requirement to ensure they can access their education. Staff will also keep in mind that, in some cases, the abusive behaviour will have been harmful to the perpetrator as well. Victims will be reassured that use of the term ‘alleged perpetrator’ is not an attempt to discredit their allegation.*

Roles and responsibilities

The governing board has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Hold the school to account for its obligations under the Human Rights Act 1998, the Equality Act 2010 and their local multi-agency safeguarding arrangements.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance ‘Working Together to Safeguard Children’.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder’s job description.
- Appoint one or more deputy DSLs to provide support to the DSL, ensuring that they are trained to the same standard as the DSL, and that the role is explicit in their job description(s).
- Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post.
- Ensure the DSL is given the additional time, funding, training, resources and support needed to carry out the role effectively.
- Make sure that pupils are taught about child-on-child abuse, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible risk of harm in pupils, including clear routes to escalate concerns and clear referral and accountability systems.

- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation in relation to child-on-child abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Ensure that all governors receive appropriate safeguarding and child protection (including online safety) training at induction that is regularly updated, in order to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust, whole-school approach to safeguarding – this training should include, amongst other things, the expectations and responsibilities on staff in relation to filtering and monitoring.

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

We know that as a school, the Chair of Governors and Link Safeguarding Governor will also need to consider that they may be approached by members of staff who are angry or anxious about pupils with sexual behaviours. In addition, we will also consider that there may be occasions where schools also feel pressures from external sources e.g. the local community and the media.

It is important that those governors are informed and can help with a consistent approach and policy on such matters, and we recognise governors should use any examples to help inform the schools future practice, ethos, reviewing any policy or procedure in light of this.

The headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one and, where appropriate, Annex A of KCSIE, the Behaviour Policy, online safety training, and the identity of the DSL and any deputies.
- Ensure staff receive training on recognising indicators of abuse and handling disclosures or concerns about a pupil.

The DSL has a duty to:

- Understand and keep up to date with local safeguarding arrangements.
- Make the necessary child protection referrals to appropriate agencies.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) guidance.
- Liaise with the headteacher to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support for pupils who have been abused by, or who have abused, other pupils.
- Lead the school in taking a preventative approach to child-on-child abuse.

Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Provide a safe environment in which pupils can learn.

- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation in relation to child-on-child abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and understand that children can be at risk of harm inside and outside of the school, inside and outside the home, and online.
- Adhere to the early help process and understand their role in it.
- Understand and adhere to the procedure to follow in the event that a child confides they are being abused by a peer.
- Understand that children may not feel ready or know how to tell someone that they are being abused, and/or they may not recognise their experiences as harmful.
- Understand that technology is a significant component in many safeguarding issues.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Understand the importance of challenging inappropriate behaviours between children that are abusive in nature.
- Build trusted relationships with children and young people which facilitate communication.

Types of child-on-child abuse

Staff will familiarise themselves with the forms that child-on-child abuse can take, including but not limited to:

Physical abuse

A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to another child.

Sexual abuse

A form of abuse involving sexual activity between children – sexual abuse, for the purposes of this policy, is divided into two categories: sexual violence and sexual harassment.

“**Sexual violence**” encompasses the definitions provided in the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, i.e. non-consensual sexual touching, and causing another child to engage in sexual activity without consent, e.g. forcing someone to touch themselves sexually.

“**Sexual harassment**” refers to any sexual behaviour that could violate another child’s dignity, make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment, including:

- Sexualised jokes, taunting or comments.
- Physical behaviour, e.g. deliberately brushing against someone.
- Online sexual harassment, including:
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual threats or coercion.

The “**sharing of sexualised imagery**” can also constitute sexual harassment – this refers to the consensual and non-consensual sharing between pupils of sexually explicit content, including that which depicts:

- Another child posing nude or semi-nude.
- Another child touching themselves in a sexual way.
- Any sexual activity involving another child.
- Someone hurting another child sexually.

Staff will be aware that children creating, possessing, and distributing indecent imagery of other

children is a criminal offence, even where the imagery is created, possessed, and distributed with the permission of the child depicted, or by the child themselves. Incidents of sharing sexualised imagery will be handled in line with the Child Protection and Safeguarding Policy.

Bullying and Online Bullying and Behaviour

Child-on-child abuse can happen online and through social media. This school will respond to this form of abuse, cyber bullying and related behaviour.

We have other policies, which relate to identifying, responding to and reporting this type of behaviour by pupils. These policies are:

- Behaviour Policy
- Anti-Bullying Policy
- Child-Friendly Anti-Bullying Policy
- Child-Friendly Keeping Ourselves Safe Policy
- Online Safety Policy

We will take a robust approach and educate all our staff to help prevent and tackle this.

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (cyberbullying)

Bullying will generally be handled in line with the Anti-bullying Policy; however, particularly severe instances will be handled in line with this policy and the Child Protection and Safeguarding Policy.

Online abuse

This involves the use of technology and the internet in order to harass, threaten or intimidate another child. Instances of online abuse will be managed in line with this policy, the Online Safety Policy and the Anti-bullying Policy.

Discriminatory behaviour - Responding to Racism

We acknowledge that Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Racist bullying is not just about colour, it can be about ethnic background or religion too. We recognise that racism is illegal. We will, therefore, notify the police if we believe an offence may have been committed.

We will provide education in school about racism and its impact on children and their families and this will be taught as part of our safeguarding curriculum. We will use a whole school approach of tackling and eradicating this type of behaviour.

Discriminatory behaviour encompasses abuse inflicted on a pupil because of their protected characteristics, e.g. religion, ethnicity, gender, sexual orientation, culture, or any SEND. Discriminatory behaviour is never acceptable, and all cases will be handled in line with this policy and the Child Protection and Safeguarding Policy.

In accordance with the Equality Act 2010, schools will not tolerate unlawful discrimination against pupils because of any protected characteristics they may have.

Hate Crime

Hate crimes happen because of race, gender identity, religion, sexual orientation and disability.

Hate crimes can include:

- physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson
- threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures and remarks, bullying and threats

Hate crime can happen anywhere - at home, school, work or on the street. It can be frightening for the victim and witnesses. Hate crime can happen in school. It is an offence, and we will notify the police if we believe an offence may have been committed.

Vulnerable Groups

We recognise that all children are at risk but that some groups are more vulnerable than others and include:

- a child with additional needs and disabilities;
- a child living with domestic abuse;
- a child who is at risk of/suffering significant harm;
- a child who is at risk of/or has been exploited or at risk of exploited (CRE, CSE)
- a looked after child;
- a child who goes missing or is missing education;
- children who identifies as or are perceived as LGBTQI+ and/or any of the protective characteristics;

We are aware that, while child-on-child abuse can be perpetrated by, and against, anyone, there are certain groups of pupils who are at an increased risk of being on the receiving end of child-on-child abuse.

Staff will be careful to acknowledge the increased risk certain pupils face while refraining from making assumptions about the nature of any reported, witnessed or suspected abuse. Staff will be aware that pupils who are generally at increased risk of abuse can also be perpetrators of abuse.

We will ensure that action is taken, where possible, before major concerns arise; therefore, incidents of low-level abuse related to the characteristics of the below groups will be handled in line with early help procedures, which are laid out within the Child Protection and Safeguarding Policy and the Low-level Safeguarding Concerns Policy.

Gender

Staff will be aware that girls are more likely to be on the receiving end of child-on-child sexual abuse than their male counterparts, and that sexual violence and harassment against girls is very common and accounts for the majority of cases.

Taking into account that sexual harassment against girls is widespread in society, and largely based in gender inequality, the school will aim to encourage gender equality in all aspects of its operations. The school will aim to promote and nurture healthy attitudes and relationships amongst pupils of all genders, e.g. by challenging and working to deconstruct gender stereotypes in school.

Research tell us that girls are more frequently identified as been abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They often are exploited into gangs and are victims of sexual violence when in gangs. However, we are aware as a school that these are behaviours not just confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as

anti-social/criminal behaviours. Boys are more likely to be exploited/entrapped into gangs and subject to violence as a result of gang culture.

Staff will challenge any incidents of misogynistic language or gender-based abuse, whether of a sexualised nature or not, as holding misogynistic viewpoints can make a pupil more likely to commit sexualised violence in the future.

LGBTQ+ pupils

Staff will be aware that pupils who are LGBTQ+ or are perceived to be LGBTQ+ whether they are or not, are more likely to be targeted by their peers, e.g. for discriminatory bullying.

We will hold a zero-tolerance policy towards pupils using homophobic, biphobic or transphobic language, regardless of whether or not the language is being directed at another individual. Every staff member will be individually responsible for challenging such behaviour and making clear to all pupils that any abuse towards pupils who are LGBTQ+, or who are perceived to be, is unacceptable.

We will ensure that it is able to provide a safe space for LGBTQ+ pupils to speak out and/or share their concerns with members of staff.

Pupils with SEND

Staff will be aware that pupils with SEND are at increased risk of child-on-child abuse, as they are three times more likely to be abused than their peers. We will ensure that there are mechanisms in place to support pupils with SEND in reporting abuse, with due regard that these pupils may face additional barriers to reporting abuse and that spotting signs of abuse in these pupils may be harder.

Staff will avoid assuming that changes in the behaviour of pupils with SEND are as a result of their needs or disability and will report any concerns to the DSL. The DSL and the SENCO will collaborate in the handling of instances of abuse towards pupils with SEND to ensure that barriers to communication can be effectively managed.

Black, Asian and minority ethnic (BAME) pupils

Staff will be aware that minority ethnic pupils, particularly black pupils, may be less likely to report abuse committed against them, and may be more likely to be misidentified as perpetrators of abuse.

We will hold a zero-tolerance policy towards pupils using racist language, regardless of whether the language is being directed at another individual. Every staff member will be individually responsible for challenging such behaviour and making clear to all pupils that any abuse towards pupils from BAME backgrounds is unacceptable.

Staff will also be aware that BAME girls, BAME pupils with SEND, or BAME LGBTQ+, or perceived LGBTQ+ pupils, are likely to face increased abuse due to the intersection of these identities. Staff will be vigilant with regard to these pupils and the ways in which other pupils behave towards them, in order to ensure any incidents or potential incidents can be handled as soon as they occur.

Sexual Harm, Violence and/or Sexual Harassment

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be a group of children sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour can take place in a school or any setting where pupils are together.

The impact of this behaviour on children can be very distressing, having an impact on academic achievement and their emotional health & wellbeing.

All behaviour takes place on a spectrum. Understanding where a pupil's behaviour falls on a spectrum is essential to being able to respond appropriately to it. In this policy we recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB).

As a school therefore, we may use the Lucy Faithful Traffic light Tool, and Hackett's Continuum. In some cases, we will also use the AIM model 2016 (Carson). These are nationally recognised and acclaimed tools to assist in determining healthy, problematic and harmful sexual behaviours in children and young people.

We may also use an 'In-School' Health, Wellbeing and Safety Support Plan, or an 'In-School' Risk HSB Management Plan depending on the outcomes of assessing risk in each individual case.

Using tools like this will help us:

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

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

We will inform all staff that should they see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the Designated Safeguarding Lead and make a written record of the incident.

We will speak to the pupil to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions, and their willingness/ability to work on their behaviours.

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

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

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

Following an incident, we will consider:

- the wishes of the victim in terms of how they want to proceed e.g. ask about whether they want to make a police complaint. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the pupils involved;
- The developmental stages of the pupils involved;
- Any power imbalance between the pupils concerned. For example, is the alleged abuser significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern;
- Are there ongoing risks to the victim, other pupils, siblings, adult students or school staff; or other related issues in the wider context?

Whilst the school establishes the facts of the case:

- The alleged abuser will be removed from any classes or areas they share with the victim;
- We will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other pupils we have a duty to safeguard;
- We will consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on school premises, including transport to and from the school;
- We will use the recommended In School HSB Risk Management Plan if assessed as appropriate;
- We will use a Victim Support Plan.

These actions are in the best interests of the pupils involved and should not be perceived to be a judgment on the guilt of the alleged abuser/s.

Responding to an incident/disclosure

Where abuse or violence, including sexual harm and/or sexual harassment, has taken place outside of school e.g. on school transport, off site during lunchtimes, or in the local community involving one or more of our pupils; we will investigate and take action around the conduct of the pupil/s. We will also consider if we should notify the police if we believe an offence may have been committed.

Where behaviour between peers is abusive or violent, including sexual harm or sexual harassment within the school; we will use our procedures as set out by the school's child protection and safeguarding policy, and the procedures as set out by the local Children's Safeguarding Partnership. This will mean a referral to the police and a referral to Children's Social Care Services.

All staff understand that all concerns must be reported to the Designated Safeguarding Lead, (DSL); however, we acknowledge that anyone can make a referral.

We will record all instances of bullying, prejudice, violence and sexual violence and related incidents involving peers. This will include racism and racist bullying. We will inform parents/carers of this.

Reporting

Any incident of racism, race hate or incitement to hate will be reported to the police if it is believed an offence may have been committed.

Any incident of alleged or an actual incident of sexual harm, violence and/or sexual harassment will be reported to the police if it is believed an offence may have been committed. In all cases consideration is given to reporting the matter to Children's Social Care Services.

There are circumstances in some cases of sexual harassment/touching which dependent upon age and understanding/age of criminal responsibility, (e.g. one-off incidents), which we may decide that the child/ren concerned are not in need of Early Help or statutory intervention.

In these situations, it would be appropriate to handle the incident internally, for example by utilising the behaviour and bullying policies, providing pastoral intervention and support. We may also decide that some child/ren involved do not require Statutory Interventions; however, they may benefit from Early Help.

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

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

sexual behaviour and may prevent escalation of sexual violence.

Channels for pupils to report abuse

Pupils will be able to report incidents of child-on-child abuse or concerns about the behaviour of their peers by speaking to their class teacher or another trusted adult, or a DSL, or the Headteacher.

All channels for reporting abuse will be promoted and publicised throughout the school, and all pupils will be made aware of how, and to whom, to report incidents of abuse. We will also ensure pupils are aware of the type of behaviour that should be reported, ranging from criminal behaviour, e.g. rape or sexual assault, to everyday harassment, e.g. sexualised jokes or inappropriate comments, to ensure that victims do not view their experience as 'not serious enough' to report.

We will maintain a culture that promotes reporting abuse, whether the individual reporting is the victim, a bystander, or a friend or relative of the victim. Staff will address any incidents of pupils equating reporting abuse to 'snitching' or being a 'tattle-tale' and will convey to these pupils how important it is to report abuse to help tackle the wider problem of child-on-child abuse in schools.

Staff identifying and reporting concerns

Staff will receive safeguarding training as part of their induction, and refresher training. This training will include guidance on how to recognise indicators of child-on-child abuse of all kinds, and how to distinguish between behaviour, particularly sexual behaviour that is developmentally appropriate and that which is harmful.

When identifying pupils at risk of potential harm or who have been harmed by their peers, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age;
- Lack of concentration and acting withdrawn;
- Knowledge ahead of their age, e.g. sexual knowledge;
- Use of explicit language;
- Fear of abandonment;
- Depression and low self-esteem;
- Changes to their social group, e.g. spending time with older pupils, or social isolation;
- Alcohol or substance misuse;

Where a pupil is displaying signs of being impacted by child-on-child abuse, or perpetrating child-on-child abuse, staff will report this to the DSL as soon as is reasonably practical.

Staff will challenge all instances of abusive or harmful behaviour displayed by pupils that they witness or are reported to them. Staff will not wait for concerns or situations between pupils to escalate before intervening; minor or singular instances of abusive behaviour will still be brought to the attention of the DSL and the pupil will always be spoken to about their behaviour and disciplined, where appropriate, in line with the Behaviour Policy.

Staff will enforce the school's policy that no known and substantiated incident of abusive or harmful behaviour between pupils will occur without consequences for the perpetrator(s), although these consequences will be decided on a case-by-case basis and will take into account the views of any victims involved, the context of the behaviour and the severity of the incident.

Staff will be aware that just because a victim of abusive behaviour does not report the behaviour or react to the behaviour negatively, this does not mean that the behaviour is not still harmful; staff will be made aware that some pupils will be uncomfortable challenging their peers on inappropriate behaviour, or may not be aware themselves that the behaviour is abusive.

Staff will ensure that both the perpetrator(s), or alleged perpetrator(s), and the victim(s) understand that such behaviour inflicted by or against them was unacceptable; staff will be made aware that failing to challenge a pupil on unacceptable behaviour can normalise that behaviour not just for the pupil in question, but for all pupils who see the behaviour going unchallenged.

Staff will remain cognisant that downplaying abusive behaviour can lead to a culture of unacceptable behaviour throughout the school and, as such, will treat all displays or reports of abusive behaviour with the utmost severity and sensitivity in order to reinforce to all pupils that such behaviour will not be tolerated, and to prevent further instances of this behaviour in the future.

Sanctions

We will consider the sanctions available to use as school in reference to our Behaviour Policy.

We recognise disciplinary actions rarely resolve issues of child-on-child abuse and this school will consider all courses of action and intervention.

We recognise that emotions and feelings can run high, and we will endeavour to respond to concerns from any pupil, other pupils, parents and the local community.

We will ensure all necessary parties, including the parents/carers are informed and kept up to date. We will listen to any concerns and will work to attempt to resolve these.

Multi-Agency Working

We will work with our partners and agencies; Children's Social Care, the Police, Youth Offending Service, Health and CAHMS.

We recognise that we will be invited to share information, being a part of local partnerships and local partnership groups to help identify risk and issues both within the school and in our local community.

Our local point of contact will be the chair of our local group and the Head of Service for our locality (Derbyshire)

Prevention and Training

Richardson Endowed Primary School is always working hard to create a culture where child-on-child abuse does not happen.

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

We, through curriculum teaching, learning and events and activities, will provide a detailed PSHE and Relationships and Sex Education curriculum.

- **Relationship and Sex Education**
- **Anti-bullying**
- **Healthy relationships**
- **What is a good friend?**
- **Who can help keep me safe?**

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

A whole-school approach to tackling child-on-child abuse

We will continue to involve all members of the school community, including the governing board, staff, pupils, parents and other stakeholders, in creating a whole-school approach to child-on-child abuse.

The governing board will ensure that keeping children safe and protected from harm, including child-on-child abuse, is central to all policies and procedures implemented across the school. We will ensure that procedures for handling child-on-child abuse are transparent, clear and understandable, and are readily accessible to any member of the school community who wishes to access them.

We will implement a contextual approach to safeguarding pupils against child-on-child abuse and will ensure that all procedures take into account incidents of child-on-child abuse that occur outside of school or online.

The headteacher will ensure that all staff receive adequate training in handling child-on-child abuse.

Management of the Policy

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

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

The School Designated Safeguarding Lead will take on a lead responsibility to ensure all staff are trained in the use of the available assessment tools, including the use of Health, Wellbeing and Safety Support Plans, the 'In School' Risk Management Plan and the 'Victim/s Support Plan.

The Link Safeguarding Governor in the school will act to oversee and audit any training activity which takes place and activities in relation to this policy.

Monitoring and review

This policy will be reviewed regularly by the DSL and the headteacher.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.