



Child on Child Abuse Policy

	Reviewed by	Date
Reviewed	Matt De Freitas	October 2023 (following new KCSIE document)
Reviewed	Matt De Freitas	October 2024
Reviewed	Matt De Freitas	September 2025
Reviewed	Matt De Freitas	September 2026 (Following new Keeping Children Safe in Education 2026 Updates.)

Version Control

Date	Change
June 2023	All references to peer on peer abuse changed to child on child
	P7. Added additional detail regarding Rape.
	P.11 Last bullet point is now in line with Safeguarding Policy
September 2024	No changes
September 2025	<i>All incidents and outcomes will be logged and regularly reviewed by the DSL to identify patterns or additional support needs.</i> Support for Pupils Involved in Child – on – Child Abuse The school will make provision (internally and or externally with qualified relevant professionals) and provide any of: counselling, pastoral support, and external agency involvement. Staff Training Safeguarding training for all staff is completed annually. As part of this, all staff have training on recognizing and responding to child-on-child abuse. (All Page 13.) Appendix added P14.
November 2025	The school recognizes that support for pupils is not solely for the victim but also for the perpetrator. We recognize that perpetrators may themselves be current or past victims of abuse.
September 2026	

Legislation

This policy has been developed in accordance with Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children and relevant safeguarding legislation

Introduction to Keeping Children Safe in Education 2026 states that Governing bodies and proprietors should ensure that their Child Protection Policy includes:

- procedures to minimise the risk of child on child abuse;
- how allegations of child on child abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by child on child abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- recognition that it is more likely that girls will be victims and boys perpetrators, but that all child on child abuse is unacceptable and will be taken seriously; and
- the different forms child on child abuse can take.

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

While it is recommended that child on child abuse is associated with the Child Protection and Safeguarding Policy, due to the sensitive nature and specific issues involved with child on child abuse this separate policy guidance template has been completed to annex to Raglan Primary School Child Protection and Safeguarding Policy. This policy should also be read in conjunction with the Behaviour and Relationships Policy and Online Safety Policy.

Raglan Primary School adopts a zero-tolerance approach to child-on-child abuse, sexual violence and sexual harassment. Such behaviour will never be tolerated, minimised, dismissed as banter, horseplay, part of growing up, or 'boys being boys'.

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

This policy applies to governors and members of staff including volunteers. It acknowledges that even if there are no reported cases of child on child abuse, such abuse may still be taking place and may not have been reported.

Definition

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

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

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. However, it may be appropriate to regard a young person's behaviour as abusive if:

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

- There are concerns about the intention of the alleged young person.

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

Vulnerabilities

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

- Individual and situation factors can increase a child's vulnerabilities to abuse by their peers such as the sharing of an image or photograph;
- Children who are socially isolated from their peers;
- Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse;
- Children with certain characteristics such as sexual orientation, ethnicity, race or religious beliefs;
- Children with Special Educational Needs and/or Disabilities (SEND) Prevention;

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

- In line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2021, providing a developmentally appropriate PSHE syllabus (Character Education) which develops pupils understanding of acceptable behaviour, keeping themselves safe, the nature of child on child abuse and what is meant by consent;
- Having a robust Online and Mobile Technology safety programme which develops pupils' knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking;
- Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school;

- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued in a non-judgemental environment;
- Delivering targeted work on assertiveness and keeping safe to all pupils;
- When required, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils;
- Creating a safe culture in school by implementing policies and procedures that address child on child abuse and harmful attitudes, promoting healthy relationships and attitudes to gender and sexuality;

Allegations against other pupils which are safeguarding issues

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

The allegation:-

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

Examples of safeguarding issues against a pupil could include:

Sexual Violence and Sexual Harassment Sexual Violence:

Children can, and sometimes do, abuse their peers in a sexually violent way.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described as:

Rape:

Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is 10, if the alleged instigator is under 10, the starting principle of referring to the police remains

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

Assault by Penetration:

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

Sexual Assault:

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

Physical Abuse:

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

Sexual Harassment:

Child on child Sexual Harassment is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child's

dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

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

Harmful Sexual Behaviour (HSB)

Purpose

The school recognises that children and young people may display a range of sexual behaviours. Staff must be able to distinguish between behaviour that is developmentally and age-appropriate, behaviour that is problematic, and behaviour that is harmful or abusive. All concerns will be responded to in line with **Keeping Children Safe in Education (KCSIE)** and the school's safeguarding procedures.

Definitions

Age-Appropriate Sexual Behaviour

Age-appropriate sexual behaviour is behaviour that is:

- Consistent with a child's stage of development.
- Generally spontaneous, curious, and exploratory.

- Between children of a similar age, size, and developmental stage.
- Mutual, consensual, and not intended to cause distress, fear, or harm.

Examples may include age-related curiosity about bodies, asking questions about relationships, or other developmentally expected behaviours. Such behaviour may require monitoring, guidance, and education but would not normally require a safeguarding referral.

Problematic Sexual Behaviour (PSB)

Problematic Sexual Behaviour is sexualised behaviour that is developmentally inappropriate, socially unexpected, or occurring more frequently than would normally be expected, but which does not involve coercion, force, intimidation, or abuse.

Examples may include:

- Persistent sexualised language despite educational support.
- Repeated touching of others after being told to stop.
- Excessive interest in sexual content that is not age-appropriate.
- Boundary-crossing behaviours that cause concern but are not abusive.

Problematic sexual behaviour requires a safeguarding response, assessment of need, and appropriate support for the child concerned.

Harmful Sexual Behaviour (HSB)

Harmful Sexual Behaviour (HSB) is sexual behaviour displayed by children or young people that is developmentally inappropriate and may be harmful or abusive to themselves or others. HSB can occur online or offline and may involve sexual harassment, sexual violence, coercion, threats, exploitation, or abuse.

Examples may include:

- Sexual harassment or unwanted sexual comments.
- Sexual touching without consent.
- Coercive, exploitative, or intimidating sexual behaviour.
- Sharing or threatening to share nude or semi-nude images.
- Sexual assault or attempted sexual assault.
- Behaviour that causes physical or emotional harm to another child.

The school will treat all incidents of HSB seriously and will never dismiss such behaviour as "banter", "part of growing up", or "children being children".

Responding to Concerns

All concerns relating to sexual behaviour must be reported immediately to the Designated Safeguarding Lead (DSL) or a deputy DSL.

The DSL will:

- Consider the age, developmental stage, vulnerability, and understanding of those involved.
- Establish the nature of the behaviour and whether it is age-appropriate, problematic, or harmful.
- Consider the wishes, feelings, and safety of the child who may have experienced harm.
- Undertake appropriate risk assessments where required.
- Record concerns, decisions, and actions taken.
- Work with external agencies where necessary.

When External Advice or Referral is Required

The DSL should seek advice from Children's Social Care, the Local Authority Designated Officer (LADO), Police, or other safeguarding partners when:

- A child has been harmed or is at risk of harm.
- There is evidence of coercion, force, intimidation, exploitation, or abuse.
- Sexual violence or sexual assault is alleged.
- Nude or semi-nude images have been created, shared, or threatened.
- There is a significant age, developmental, power, or vulnerability imbalance between those involved.
- The behaviour is persistent, escalating, or causing distress.
- The school is uncertain whether the behaviour should be classified as harmful sexual behaviour.
- There are concerns regarding child-on-child abuse.

Support for Children

The school recognises that children displaying harmful sexual behaviour may also be vulnerable and require support. A balanced safeguarding approach will be taken, ensuring:

- The welfare and protection of any child who has experienced harm remains paramount.
- Appropriate support is provided to children displaying the behaviour.
- Parents/carers are involved where appropriate.
- Risk assessments and safety plans are implemented where necessary.
- Multi-agency working is undertaken to reduce risk and improve outcomes for all children involved.

Staff Training

All staff will receive safeguarding training that includes recognising, responding to, and reporting harmful sexual behaviour and child-on-child sexual abuse. The DSL and deputy DSLs will maintain an up-to-date understanding of local and national guidance relating to HSB.

This wording is suitable for an **Ofsted and DfE-compliant safeguarding policy** and aligns with **KCSIE expectations regarding child-on-child abuse and harmful sexual behaviour**

Bullying

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

In order to be considered bullying, the behaviour must be aggressive and include:

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

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason; any prejudice-

based or discriminatory bullying e. g. size, hair colour, race, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

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

Sharing of Nude and Semi Nude Images

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

Emotional Abuse

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

Sexual Abuse and Harmful Sexual Behaviour

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

Sexual Exploitation

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

Upskirting

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

Initiation/hazing type violence and rituals

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

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

Identifying a child who is being abused by their peers

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

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

Abuse affects children very differently. The above list is not exhaustive, and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on the context of their circumstances. Where a child exhibits any behaviour that is out of character or abnormal for his/her age, the school will consider whether an underlying concern is contributing to their behaviour including, whether the child is being harmed or abused by their peers.

Procedure for Dealing with Allegations of Child on Child Abuse

When an allegation is made by a pupil against another student, or about a child on child incident they have witnessed or been a part of, members of staff should consider whether the complaint raises a safeguarding concern. If

there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

- The member of staff will listen to the disclosure, using open language and demonstrate understanding without judgement.
- The school and the Designated Safeguarding Lead will also take account of the wider context in which the alleged incident(s) of child on child abuse took place, for example the physical environment of the school; route/travel to and from school; online environment and gender norms
- A factual record (on Safeguard) should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The Designated Safeguarding Lead should contact the MASH team for further advice if required.
- The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, the police will become involved.
- Parents/carers, of both/all the student/s concerned with the disclosure/allegation and the alleged victim/s, should be informed and kept updated on the progress of the referral.
- The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy on Safeguard.
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

- Where a disclosure or allegation indicates that indecent images of a child or children may have been shared online, the DSL will consider what line of action is to be taken in line with the Child Protection and Online Safety policies and whether or not devices are to be confiscated, the police contacted, the MASH team informed and if the images have been uploaded to the internet what specialist help may be required for the images to be removed.

All incidents and outcomes will be logged and regularly reviewed by the DSL to identify patterns or additional support needs.

In short a Response to a Report is:

1. Immediate safeguarding response.
2. Victim safety assessment.
3. DSL informed immediately.
4. Record on safeguarding system.
5. Consider police/social care referral.
6. Complete risk assessment.
7. Support plans for all pupils involved.
8. Review and monitor.

Support for Pupils Involved in Child – on – Child Abuse

The wishes, feelings and lived experience of the victim will be central to all decision making. The school will ensure victims are protected from further harm and that their education is not unnecessarily disrupted.

The school will:

- Provide safe spaces
- Offer timetable adjustments
- Enable separation arrangements
- Make ongoing welfare checks
- Provide mental health support

The school will make provision (internally and or externally with qualified relevant professionals) and provide any of:

counselling, pastoral support, and external agency involvement.

The school recognizes that support for pupils is not solely for the victim but also for the perpetrator. We recognize that perpetrators may themselves be current or past victims of abuse.

Staff Training

Safeguarding training for all staff is completed annually. As part of this, all staff have training on recognizing and responding to child-on-child abuse.

Appendix 1

Raglan Primary School

Risk Assessment Template: Child-on-Child Abuse

Child-on-Child Abuse: Risk Assessment Template

Pupil Name(s):

Date of Incident:

DSL Completing Assessment:

Nature of Incident:

- ☐ Physical
- ☐ Sexual
- ☐ Emotional
- ☐ Online
- ☐ Other: _____

Summary of Incident:

Risk Factors Identified:

- Potential ongoing risk to victim
- Potential risk to other pupils
- Supervision needs
- Need for timetable changes
- Need for separation of pupils involved
- Classroom interactions
- Break/lunch times
- Transport
- Online contact
- Contact outside school
- Impact on education
- Pupil voice
- Parental involvement

Actions to Mitigate Risk:

- Increased supervision (details)
- Changes to classroom/seating arrangements

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- Support/intervention for victim
- Support/intervention for alleged perpetrator
- Parental engagement
- Referral to external agencies (if required)
- Date for review/follow-up

Review Date:

Outcome of Review: