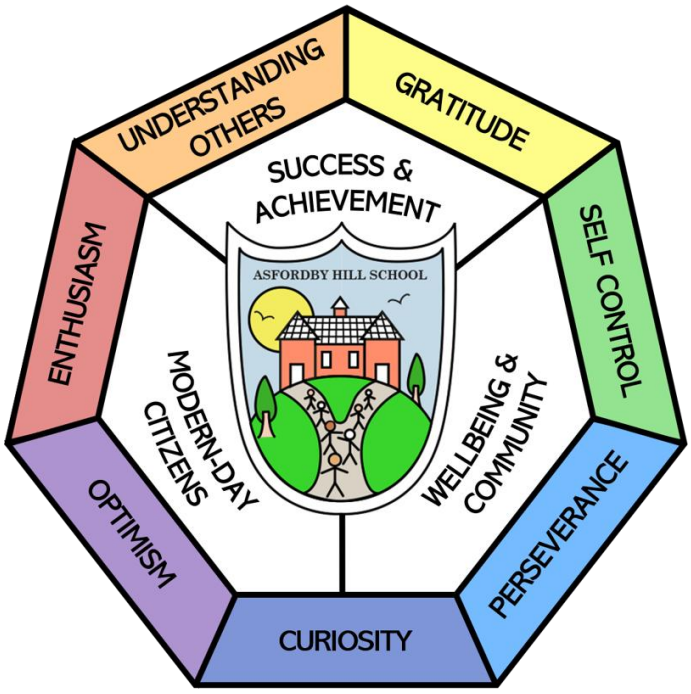
Asfordby Hill Primary School



Individual Value; Valuing Individuals

Child-On-Child Abuse Policy

This Policy Links With: Safeguarding and Child protection Policy Keeping Children Safe In Education Guidance for safer Working practice Complaints Policy Equality Policy Behaviour Policy Internet safety Policy Anti-Bullying Policy PSHE/RSHE Policy	
Recommended:	Y
Statutory:	
Date Reviewed:	Autumn 2026
Date of Next Review:	Autumn 2027
Committee Responsible for Review:	FTB
Date agreed by Governors:	29.9.2026

Introduction

At Asfordby Hill Primary school 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 (2026).

This policy is available:

- Online on our website
- In the staff shared file
- On request at the school office

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 (DDSL) in our school are our co- headteachers - Mrs Millward and Mrs Bailey and our assistant headteacher- Miss Parrott.

The nominated Governor with responsibility for child-on-child abuse is Tanya Davis, however our chair of governors would also be informed. All of these can be contacted via the school office on admin@asfordbyhill.leics.sch.uk or by calling 01664 812244.

Definitions

Child-on-child abuse is most likely to include, but may not 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 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 our school we recognise that behaviours associated with child-on-child abuse take place on a consortium (appendix 1). 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 our school 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, school cleaners 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- these must be dated and signed; they will then discuss next steps with them and the DSL team and reassure them that they will be supported. In line with the statutory guidance provided in Keeping Children Safe in Education 2026, 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 (CURA) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore use our Pastoral Team (ELSA/Mental Health Lead and SENDCo) to support children if they are struggling to speak with staff. If pupils can't talk they are able to message or leave notes for staff in the worry boxes or worry monster in classrooms and around schools. These are to be monitored regularly, or their parents can contact school if children tell them at home.

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 2026, 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 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 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 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 concerns process and then 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 using CURA and in person if the child is in imminent danger or has been physically harmed. The DSL team will respond to the notification and other relevant staff members will be alerted as required. 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 as soon as possible and no later than 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 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

In line with our Child Protection Policy, 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' (appendix 2) are recorded on CURA and kept under review when anything changes (review 4 weeks after creation if nothing has changed).

Strategies for Prevention

Our school actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

• **Staff training** – including for supply staff, governors, students, volunteers, and visitors. Give specific details of the information and training to be provided - you may include:
o Contextual safeguarding
o Identification and classification of specific behaviours – SVSH, HSB (sexual violence and sexual harassment, harmful sexual behaviour) etc
o 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."

o 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
o Challenging physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts
o Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
o Responsibilities of the Governing body / proprietors / management committee – they must be aware of their statutory safeguarding responsibilities (effective child protection policy – child-onchild abuse policy)
o 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) - give specific details of when, where, and how this information is shared – this may include:
o 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
o All children are frequently told what to do if they witness or experience any form of child-onchild abuse, the effect that it can have on those who experience it and the possible reasons for it
o 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
o 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
o Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
• **Information for parents/carers** - give specific details on engagement with parents/carers
o Talking to parents, both in groups and one-to-one, encouraging governors and parents to hold the school to account on this issue
o Asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks
o Challenging the attitudes that underlie child-on-child abuse – in school and/or the wider community
o Ensuring parents /carers are aware of the ethos and culture of the school

• **RHE (Relationships and Health Education) / RSHE curriculum**

o 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
o Our 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)
o We will, through our RSHE/PSHE programme and if age appropriate 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 / E-Safety / 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:

• Keeping children safe in education 2026 (publishing.service.gov.uk)
• Definitions - Keeping children safe in education 2026 (publishing.service.gov.uk)
• National Online Safety
• Simon Hackett (2010) Continuum model of sexual behaviours (appendix 1)
o Sexual development and behaviour in children | NSPCC Learning
o NSPCC Learning Understanding sexualised behaviour in children | NSPCC Learning

Monitoring and Review

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

Appendix 1

Figure 1. Definition: Sexual behaviours across a continuum

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

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

Appendix 2

Child on child abuse – risk assessment / safety plan

Behaviour	**When**	**Where**	**Who**	**Measures to be put in place**	**By whom**	**Review notes**
What is the nature of the behaviour?	Time of day, triggers etc	Places where behaviour has and is most likely to occur	Pupils involved and most at risk	What actions to minimise the chance of the behaviour occurring	Who will supervise? Who is responsible for putting this in place?	Success? Next steps?