



Norton Road Primary School

Child on child Abuse Policy

Start Date: September 2025

Review Date: September 2026

What is Child-on-child Abuse?

Unfortunately, child-on-child abuse can and does happen in a whole range of settings that children attend, however it often goes unseen. It might take place online, for example, or away from the school or setting. Therefore, training for professionals to help them recognise the signs, and know what to do, is essential. All children are capable of abusing their peers, and this is most likely to include, but may not be limited to:

- bullying (including cyber bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos also known as sexting or youth produced sexual imagery; and
- initiation/hazing type violence and rituals.

All schools need to include child-on-child abuse in their schools' policies and procedures and all staff need to be aware of these and ensure they are part of their everyday practice. It should be clear that child-on-child abuse will never be accepted or dismissed as 'children being children'.

Settings should not wait until an incident of child-on-child abuse happens before taking action. We expect any provider educating or caring for children to create an environment in which children and staff show respect for one another. They should know what language and behaviour are acceptable and what to do and who to speak to if they are worried or feel unsafe.

All settings should take a whole-establishment approach to keeping children safe. They should set expectations that violence and harassment of any kind will not be tolerated, support children to have a good understanding of consent and healthy relationships and provide immediate support for victims of abuse.

All schools need to consider:

- Procedures to minimise the risk of child-on-child abuse
- What is in place to encourage/support/facilitate disclosures of child-on-child abuse
- How allegations are recorded, investigated and dealt with
- Clear processes as to how victims, the child alleged to have caused harm and any other children affected will be supported
- Recognition of the gendered nature of child-on-child abuse but recognising that all forms of this behaviour are unacceptable and will be taken seriously

It is important that schools see this guidance and model template as a framework that will need to be adapted to fit the age and developmental stage and understanding of their pupil group.

Prevention

As well as having strategies for dealing with incidents, schools and colleges should consider what they can do to foster healthy and respectful relationships between boys and girls including through Relationship and Sex Education and Personal Social Health and Economic education. The most effective preventative education programme will be through a whole-school approach that prepares pupils for life in modern Britain. The school will have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum. Such a programme should be developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and may tackle such issues as:

- Healthy and respectful relationships.
- What respectful behaviour looks like?
- Consent.
- Gender roles, stereotyping, and equality.
- Body confidence and self-esteem.
- Prejudiced behaviour.
- That sexual violence and sexual harassment is always wrong; and
- Addressing cultures of sexual harassment.

Schools often deliver this currently, through planned, high-quality, Sex and Relationship Education (SRE) and Personal, Social, Health and Economic (PSHE) education.

Additional considerations for schools

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. 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.

A younger child can, however, 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 between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

A further consideration that must be made is that SRE should be considered on a 1:1 basis for children whom schools are aware have been sexually abused. This work should be delivered on a 1:1 basis prior to the whole class SRE sessions so that anything the child wishes to explore, given their own experiences, can be done safely and without fear of judgment.

A Whole School Policy

While schools cover many aspects of child-on-child abuse in other policies such as the whole school behaviour policy, the anti-bullying policy and the online safety policy (cyberbullying and sexting) schools need to be robust and clear about their strategies around wider behaviours including sexist and sexual bullying, sexual harassment, sexual violence and how such behaviour will be managed and addressed. It is recommended that schools introduce a separate child-on-child abuse policy to fully encapsulate the management of such issues.

It's important that all schools and colleges familiarise themselves with the statutory guidance. Individual professionals should know, understand and, most importantly, use their school/college policy on child-on-child abuse to make sure that children are protected.

Multi-agency Approach

Schools should actively engage with its local partners in relation to child-on-child abuse and work closely with Luton Borough Council children's social care, other schools, and/or other relevant agencies.

The relationships the school builds with these partners are essential to ensuring that the School is able to prevent, identify early and appropriately handle cases of child-on-child abuse. They help the School:

- (a) To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist.
- (b) To ensure that our pupils/students can access the range of services and support they need quickly.
- (c) To support and help inform our local community's response to child-on-child abuse.
- (d) To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our pupils/students.

School should actively refer concerns/allegations of child-on-child abuse where necessary to Luton Borough Council children's social care, and/or other relevant agencies. Children residing out of county but attending a Luton Borough Council school/academy must be referred to their home authority Social Care team. In cases involving children who are subject to risk, harm and abuse and who have LAC status, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

Child-on-child abuse that involves sexual assault and violence must always result in a multi-agency response. As well as supporting and protecting the victim, professionals need to consider whether the child alleged to have caused harm could be a victim of abuse too. We know that children who develop harmful sexual behaviours have often experienced abuse and neglect themselves.

We need to make sure that the children affected are getting the help they need. A typical response will involve:

- children's social care
- the police
- any specialist services that support children who demonstrate harmful sexual behaviour
- the family
- any other professionals who know or have had contact with the child

If the children involved are in the same class, the school will need to consider carefully whether to separate them while the concerns are being investigated. In situations of alleged rape and assault by penetration, the statutory guidance is clear that the child alleged to have caused harm should always be removed from classes they share with the victim.

Schools and colleges need to consider how best to keep the victim and child alleged to have caused harm a reasonable distance apart while they are on the same premises, as well as on transport to and from school or college, where appropriate.

The school will need to consider how long these measures should be in place, especially if any police investigation is inconclusive. Lack of a conviction is not the same as the allegation being unfounded. The school or college must continue to provide support to the victim and the child alleged to have caused harm for as long as necessary. Therefore, any separation arrangements must also be continued with for as long as is necessary to make sure the children are safe.

The importance of context

Professionals also need to consider risks to other children. If there's an incident in a school, has this put other children at risk? Have other children witnessed the incident? Could any siblings of the child alleged to have caused harm be at risk? There may well be a need for a range of assessments and interventions for different children. A multi-agency approach is needed. No school or college can deal with this issue alone.

In addition, schools need to consider the potential vulnerabilities of the victims and any risks to them, including their potential abuse by others. Extra consideration should be given for pupils who may have additional vulnerabilities due to protected characteristics. Schools and colleges should consider how they are supporting their pupils with regard to their sex, sexuality, and if relevant, gender reassignment.

Schools and colleges should assess any potentially unsafe spaces on the premises, based on where incidents have occurred, and consider what can be done to make that environment safer.

It's equally important that schools and colleges think about children's safety outside of the school gates and any extra-familial risks. Things to consider include –

- Are they aware of any unsafe spaces in their local area?
- Do the children attend the same clubs or activities outside of school?
- Are schools and colleges aware of incidents of sexual harassment or violence involving children in the local park or other places where young people congregate?

Contextual information like this needs to be assessed and shared in a multiagency forum so risks can be fully assessed outside of the school.

Useful definitions

Sexual Harassment

This can be defined as 'unwanted conduct of a sexual nature' that can occur online and offline. In the context of this guidance this means in the context of child-on-child sexual harassment. 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.

It 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.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. This is also known as youth produced sexual imagery

The UK Council for Internet Safety (UKCIS) Education Group has published [Advice for Schools and Colleges on Responding to Sexting Incidents](#)

Upskirting

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. Cases of 'up skirting' have a mandatory requirement for being reported.

Rape

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.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

It is important to know that: -

- The age of consent is 16:
- A child under the age of 13 can never consent to any sexual activity;
- Sexual intercourse without consent is rape.

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and leading the school or college response. If in any doubt, they should seek expert advice.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

Initiation/Hazing

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 rituals can range from relatively low-level 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.

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 are present in a child's life that are a threat to their safety and/or welfare.

Legislation, guidance and Law

- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)
- [Human Rights Act 1998](#)
- [Equalities Act 2010](#)

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

<https://learning.nspcc.org.uk/media/1657/harmful-sexual-behaviour-framework.pdf>

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 • May lack reciprocity or equal power • May include levels of compulsivity	• Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence	• Sadism

<https://learning.nspcc.org.uk/media/1149/harmful-sexual-behaviour-framework-audit-tool.pdf>

highly deviant:

Appendix 2

Support for Young People:

If you think that a child has been harmed or is being neglected, contact the MASH (Multi Agency Safeguarding Hub) on **01582 547653**, or out of hours 0300 300 8123.

The Police are also there to offer support and guidance to both alleged victims and children alleged to have caused harm, they can be contacted on 101.

- [Internet Watch Foundation](#) (to potentially remove illegal images) [0800 136 663](tel:0800136663) or
- [NSPCC – Report Abuse in Education](#) helpline - help@nspcc.org.uk email
- [The UK Safer Internet Centre](#) helpline - [0344 381 4772](tel:03443814772) or email helpline@saferinternet.org.uk

National charities:

[Victim Support](#)

A national charity dedicated to helping anyone affected by crime – not just victims and witnesses, but friends, family and anyone else caught up in the aftermath.

[Rape Crisis](#)

A national charity offering confidential help, advice and a range of Rape Crisis Centres around the UK.

[Galop](#)

A national charity providing advice and support to members of the LGBT community.

[Survivors UK](#)

A national charity supporting men who have been raped or sexually assaulted.

[Crimestoppers](#)

A national charity with a free helpline for reporting crime anonymously.

[Refuge](#)

Refuge supports women, children and men with a range of services, including refuges, independent advocacy, community outreach and culturally specific services.

[Women's Aid](#)

Women's Aid is a national charity working to end domestic abuse against women and children.

[Men's Advice Line: 0808 801 0327](#)

Confidential helpline for men experiencing domestic violence from a partner or ex-partner (or from other family members).

Appendix 3

Useful Publications and Websites

Government Publications

- [Keeping Children safe in Education](#)
- [Preventing youth violence and gang involvement](#)
- [Preventing and tackling bullying in schools](#)
- [DfE: Statutory guidance: Working together to safeguard children, 2018](#)
- [DfE: Searching, screening and confiscation at school, January 2018](#)
- [DfE: Statutory guidance Suspension and Permanent exclusion, Sept 2022](#)

- [DfE: Teaching Online Safety in Schools, June 2019](#)
- [DfE: Relationship Education and Relationship and Sex Education, Sept 21](#)
- [DfE: Behaviour in schools, Sept 2022](#)
- [DfE: Mental health and behaviour in schools, November 2018](#)
- [DfE: Cyberbullying: Advice for headteachers and school staff, November 2014](#) - [DfE: Sharing nudes and semi-nudes: advice for education settings, December 2020](#)
- [UKCIS: Tackling race and faith targeted bullying face to face and online, May 2017](#)
- [UKCIS: Education for a connected world, June 2020](#)
- [Gov.uk: Equality Act 2010: advice for schools, June 2018](#)

Other useful documents

- [LGFL 'Undressed'](#) -how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders
- [The Safeguarding Network – Child-on-child abuse](#)
- [Preventing abuse among children and young people-guidance from Stop it Now](#) [What is Age appropriate?](#)
- [Brook Traffic lights](#)
- [NSPCC-Harmful sexual behaviour](#) [NCB Harmful sexual behaviour](#) [NSPCC – Is this sexual abuse?](#)
- [Anti-Bullying Alliance guidance for school about sexual and sexist bullying](#)
- [Childnet - Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding](#)
- [Equality and Human Rights Commission: Public Sector Equality Duty Guidance for Schools in England](#)
- [Key messages from research on children and young people who display harmful sexual behaviour - CSA Centre](#)
- [NPCC- When to call the police](#)
- [West Midlands Procedures for Child-on-child abuse](#)