




Child-on-child Abuse Policy

Governing Board with Responsibility	Teaching and Learning Committee	
Reviewed/Revised	Summer 2022	
Date of Next Review	Summer 2024	
Agreed by Governors	27.04.22	
Additional Notes	This policy should be reviewed every 2 years or when it is deemed necessary by either the Head teacher or Governing Board. The policy should be reviewed in line with the behaviour policy.	

Princess Frederica CE VA Primary School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

When drafting and agreeing policy, governors always act with our four values in mind and our school vision as drivers for change or important decisions. We will ensure that:
Policies positively impact on our staff and children’s growth, their faith, our unity as a school community and promote kindness as a thread through all we do.
We act in line with our collective responsibility around equality and the protected characteristics and always make decisions that foster an understanding and respect for these.

Vision statement

‘Belonging, learning and growth for life in all its fullness’

Mission Statement

At Princess Frederica we:

Promote social, emotional, spiritual and educational growth in all our children *(This is how we develop character)*

Impart the gifts of self-confidence, determination and curiosity with a rich and creative curriculum *(This is the way we educate)*

Create a positive impact on our local and global community and environment *(This is our footprint on the world and community)*

Nurture friendship, kindness and respect *(This is how we treat each other)*

Princess Frederica CE
College Road, London, NW10 5TP
Phone: 0208 969 7756



VA Primary School
Head of School – Ms N Christopher
Executive Head Teacher – Ms S Bouette
Email: admin@princessfrederica.brent.sch.uk

Princess Frederica School recognises that all children are vulnerable to and capable of abusing other children. This includes verbal as well as physical abuse. Child-on-child abuse is not tolerated or passed off as part of “banter”, “just having a laugh” or “part of growing up”. We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse. In cases where child-on-child abuse is identified, the steps identified below will be followed. We recognise the **gendered** nature of child-on-child abuse. All child-on-child abuse is unacceptable and is taken seriously.

This policy is compliant with the statutory guidance set out in Keeping Children Safe in Education (2022) and Working Together to Safeguard Children (2018).

- Our behaviour policy has clear expectations.
- Positive feedback, praise and constructive criticism when things go wrong enable children to understand expected behaviour.
- PSHE lessons allow children to talk about feelings in a safe context and bring out bullying issues.
- Children are reminded of acceptable behaviour and develop moral issues through the PSHE curriculum and assemblies.
- National Anti-Bullying Week/Friendship Week is organised annually by the school with input from the School Council.

Most minor incidents of pupils hurting other pupils are dealt with under our behaviour policy, but child-on-child abuse is a safeguarding concern. We recognise that child-on-child abuse can manifest itself in many ways. This includes:

- bullying (including cyberbullying) – see definition below;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- physical behaviour such as deliberately brushing against someone or interfering with someone’s clothes.
- 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;
- upskirting, 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;
- sexting (also known as youth produced sexual imagery);
- initiation / hazing type violence and rituals;
- sexual violence, such as rape, assault by penetration and sexual assault.

We minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images



- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our personal, social and health education curriculum includes diversity and tolerance and helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils know they can talk to staff with confidence
- Ensuring staff are trained to understand that a pupil harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

What is Bullying?

- It is deliberately hurtful behaviour.
- It is repeated often over a period of time.
- It is difficult for those being bullied to defend themselves.

Verbal: Name calling, persistent teasing, mocking, taunting and threats.

Physical: Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.

Emotional: Excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours.

Cyber: Cyber bullying is the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

Bullying can have long term effects on those who are bullied and the bully. Both need support to avoid being severely affected.

Procedures following an incident of child on child abuse:

If a pupil (or a parent or carer) makes an allegation of child on child abuse to a member of staff:

- Record the allegation (on CPOMS or a safeguarding form) and tell the DSL or deputy DSL. If children have written reports about the incident, copy these into the CPOMS report or attach them to the form.
- Alert the safeguarding team on CPOMS or give the completed form to the DSL or deputy DSL.
- Inform the child / children that the incident has been reported and the DSL or deputy DSL will follow it up.

Next steps:

- The DSL or deputy DSL will follow up the incident and complete the child on child abuse form fully.

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- The DSL, deputy DSL or class teacher will inform the parents or carers of the perpetrator(s) and the victim(s), unless this would cause greater risk.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
- All paper reports will be added to CPOMS by the DSL or deputy DSL.

Advice to children about child on child abuse, including bullying.

- If you are a victim of child on child abuse or bullying you can tell a member of staff who you feel safe to talk to. It is not weak to do this.
- If you cannot tell anyone at school you can tell your parents who will then tell us.
- Bring up your unhappiness during circle time but do not mention any names. Your teacher will then talk to you privately.
- Use the worry box, feelings chart or prayer box.
- Friends of victims should let staff know of bullying incidents.
- No-one deserves to be bullied. Remember, you have a right for this not to happen to you.

Advice to Parents/Carers about child on child abuse, including bullying:

Watch out for:

- changes in their behaviour
- be unwilling to talk about their day
- looking less happy
- coming home with cuts and bruises
- coming home with toys and things you have not bought for them
- not wanting to wear their glasses
- taking things from home without you knowing
- avoiding certain children or activities
- being reluctant to come to school.

How you can help prevent child on child abuse, including bullying:

- help your child to express their anger without hurting others
- encourage your child to share their feelings e.g. happiness, anger, frustration, sadness, joy and excitement
- encourage them to tell a member of staff straight away if they get hurt at school
- teach them not to hit back
- teach your child to share and to have fun with other children
- praise your child when they sort out problems by talking rather than by hurting others
- involve yourself in school activities

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- keep yourself informed of your child's progress
- make contact with the school at any time over bullying incidents
- it is best for these issues to be settled through a mediator, for example a member of staff. Parents are asked not to intervene with other parents' children directly or to try to resolve problems with parents outside of the school, but to let the school know. Difficulties that can arise between parents in these circumstances may make it very difficult to resolve in school
- do not keep children at home because of bullying. Tell us so that it can be dealt with immediately.
- ensure that every incident is reported to the class teacher.