



# PHOENIX BAY

| <b>Policy Focus</b>              | <b>Child on Child Abuse Policy</b> |
|----------------------------------|------------------------------------|
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## 1. Policy Statement

Phoenix Bay School puts the safety of the people we support as the highest priority and is committed to ensuring that children and young people are effectively safeguarded in all services, including schools, residential homes and fostering, at all times. **Phoenix Bay has a zero tolerance approach to abuse.**

Phoenix Bay recognises that children can be capable of abusing their peers, and vulnerable to abuse by their peers. Such abuse is taken as seriously as abuse perpetrated by an adult and will not be tolerated. KCSIE (2021) states; '... abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"'. A contextual safeguarding approach will be taken to understand, and respond to, any occurrences of Child-on-Child abuse, recognising that children and young people who display harmful behaviours must be seen as vulnerable themselves.

Phoenix Bay is committed to ensuring the prevention, early identification and appropriate management of Child-on-Child abuse. Where such abuse is identified, child protection procedures must be followed. All children and young people who have been affected by the situation will be supported, with wider risks being considered and addressed.

Child-on-Child abuse is referenced in the School Safeguarding and Child Protection Policy. However, the specific issues and sensitive nature of Child-on-Child abuse requires this additional guidance, which is written in line with the statutory guidance contained within Keeping Children Safe in Education 2020, Working Together to Safeguard Children 2018 (updated December 2020) and Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018).

It should be read alongside the following:

- Safeguarding Child Protection Policy
- Anti-Bullying Policy
- Phoenix Bay's Exploitation Policy
- Data Protection policy
- E-Safety Policy
- Phoenix Bay's Whistleblowing and Complaints policy
- The description and guidance of the role of the Designated Safeguarding Lead

## 2. What is Child-on-Child Abuse?

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

All staff should be aware that children can abuse other children. Some examples of how this can manifest itself in different behaviours include, but are not limited to:

- Prejudiced based bullying, and discriminatory bullying
- Cyber-bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, including any on-line element which facilitates, threatens/or encourages physical abuse
- Sexual violence and sexual harassment including any on-line element which facilitates, threatens/or encourages sexual violence
- Harrassing and misogynist messages
- Causing someone to engage in physical activity without their consent
- Engaging in sexual activity with a third party

- Sharing of abusive images and pornography
- Abuse in intimate relationships
- Upskirting (taking a picture under a persons clothing without their permission)
- Sexting (specifically to the consensual and non-consensual sharing of nude and semi nude images/and or videos)
- Group initiation /hazing type violence and rituals (to include challenges and other activities involving harassment, abuse as a way of initiating a person into a group)

Some of these behaviours will need to be handled with reference to other policies in school, such as the Behaviour and Relationship policy, Anti- bullying, Safeguarding & Child Protection and E-Safety policy.

All staff must be aware and alert to signs of Child-on-Child abuse that may occur offline and online. They must be aware of the school's policies and procedures, ensuring they are followed as part of their everyday practice. Staff should recognise that child on child abuse may be taking place, even if it is not reported.

The school must ensure that students know:

- how to report any concerns and feel confident that they will be listened to and supported.
- Are aware of the NSPCC dedicated helpline 0800 136 663
- Are aware of how to contact Childline

## **2.1 Vulnerable groups**

It is important to always be aware that any child can be at risk of Child-on-Child abuse and that abusers can be younger than their victims.

Research suggests some groups may be more at risk. The Safeguarding Network identifies the following as particularly vulnerable:

- Those aged 10 and upwards (although victims as young as 8 identified).
- Girls and young women are more likely to be victims and boys and young men more likely to be abusers.
- Black and minority ethnic children often under identified as victims and over-identified as perpetrators.
- Young people with intra-familial abuse in their histories or those living with domestic abuse are more likely to be vulnerable.
- Young people in care and those who have experienced loss of a parent, sibling or friend through bereavement.
- Young people who have been abused or have abused their peers.

Students with Special Educational Needs and Disabilities are more at risk of abuse. Staff must be vigilant in monitoring those students who are more vulnerable. Any concerns must be reported immediately to the Designated Safeguarding Lead (DSL) and documented on SchoolPod.

It is recognised that both boys and girls experience child on child abuse. Boys are less likely to report intimate relationship abuse and may display other behaviour, such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs.

### **3. Recognising Child-on-Child abuse**

- Signs that a child may be suffering from Child-on-Child abuse can also overlap with those indicating other types of abuse and can include, but are not limited to: disengagement from classes or struggling to carry out school related tasks to their usual standard
- 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, such as alcohol or substance misuse
- changes in appearance and/or acting in a way that is not appropriate for the child's age
- abusive behaviour towards others.

This list is not exhaustive, and if a child displays these signs, it does not necessarily indicate abuse. Staff must be alert to behaviour that might cause concern and think about what the behaviour might signify. Children should be encouraged to share with them any underlying reasons for their behaviour and, where appropriate, staff might need to engage parents/carers to understand the context more fully.

Where a child exhibits any behaviour that is out of character or abnormal for his/her age or stage of development, staff should always consider whether an underlying concern is contributing to their behaviour and, if so, what the concern is and how the child can be supported going forwards.

#### **3.1 Abuse involving Sexual Harassment and Sexual Violence.**

Sexual violence and sexual harassment can occur between two children of any age and gender or a group of children sexually assaulting or sexually harassing a single child or group of children. It can occur offline and online.

The importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB) is recognised. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

The NSPCC defines HSB as: "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

A continuum of children and young people's sexual behaviours developed by Simon Hackett (2010) is also helpful in considering whether behaviour is: "normal, inappropriate, problematic, abusive or violent". However, assessing where behaviour fits on this continuum can be complex. It is important to place any child's sexual behaviour within a developmental context and recognise the key differences between the motivations and meanings of such behaviours at varying stages of development. Please see Appendix A for further information.

#### **3.2 Physical Abuse**

Physical assaults and initiation violence and rituals from students to students can also be a form of peer- on-peer abuse. Such behaviour will not be tolerated and if it is believed that a crime has been committed, it will be reported to the police.

The principles from the Anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

Hackett's continuum model can also be referred to in this context (Appendix A) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, considering whether the behaviour is:

- is socially acceptable or is socially acceptable within the peer group
- involves a single incident or has occurred over a period of time
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour • involves a misuse of power

### **3.3 Online Behaviour**

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

Please see E-Safety Policy, Anti-bullying (including Cyberbullying) and Safeguarding & Child Protection policies for further information.

## **4. Responding to Alleged Incidents and Concerns**

Staff must follow the Phoenix Bay School Safeguarding and Child Protection policy if a child is at risk of harm, is in immediate danger, or has been harmed. Consideration must be given to the proportionality of the response on a case-by-case basis.

When making decisions about how to deal with allegations, the age and understanding of the young person who has displayed harmful behaviour must be taken into consideration, as well as any relevant personal circumstances and how this relates to their behaviour. Schools must consider any disparity in age between the young person who has displayed harmful behaviour and the victim, the impact the behaviour has had on the victim, and any element of coercion or violence.

**Staff must act immediately and report any concerns regarding Child-on-Child abuse to the Designated Safeguarding Lead (DSL), within one working day, and document this on CPOMS.**

The DSL must deal with any concerns of child-on-child abuse immediately and sensitively. As much information as possible must be gathered from the victim and the young person who has allegedly displayed harmful behaviour in order to gain the facts of what has happened.

The language used must be sensitive, non-judgemental and must not blame the victim. Victims must be supported and reassured that their safety and welfare within the school is the priority. Risk assessments must be implemented where necessary.

Where the DSL believes that there has been significant harm caused to the student, a referral must be made to the Local Authority immediately. In agreement with the Local Authority, parents/carers must be informed (unless this puts them at greater risk). Where possible, parents/carers are to be informed face to face.

If the Local Authority does not believe it meets their threshold for further action and the DSL is not in agreement, this must be challenged with the Local Authority.

#### **4.1 The immediate response to a report**

- The school will take all reports seriously and will reassure the victim that they will be supported and kept safe. All staff will be trained to manage a report
- Staff must listen, ask open questions, and write down as much as possible. Language must be used that is not victim-blaming, they must be non-judgemental and reassure the child that they have not caused a problem by disclosing.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the DSL or social care). Staff will only share the report with those people who are necessary to progress it. Information can be legally shared even if the pupil states they do not want it to be.
- Staff must immediately report the information to the DSL who will support the staff member to report the information to report the incident to other agencies as appropriate e.g. the placing authority and the police.
- A written report will be made as soon after the interview 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 later.
- Where the report includes an online element, the DSL must ensure they are aware of advice on searching, screening and confiscation as well as KCCIS advice: **[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)**.

The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

#### **4.2 Considerations by the School**

- The school will consider:
  - The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages and developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator 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 of abuse
- Are there ongoing risks to the victim, other children, adult students or staff and other related issues and wider context?

#### **4.3 Children sharing a classroom**

- Whilst the DSL establishes the facts of the case and starts the process of liaising with children's social care and the police:
  - The perpetrator will be removed from any classes they share with the victim.
- The school will assess how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school.

These actions are in the best interests of both children and should not be perceived to be a judgment on the alleged perpetrator.

#### **4.4 Response to the alleged perpetrator**

Any allegation is likely to be traumatic for the alleged perpetrator. In cases of Child-on-Child abuse the alleged perpetrator must also be treated as vulnerable and may require specialist support, which should be organised by the DSL.



The DSL to meet with the Parents/Carers of the alleged perpetrator to explain the situation and what measures will be put in place to support their child. The DSL must be led by the police regarding what information can be shared with the alleged perpetrator and their family.

If the alleged perpetrator moves schools, the Designated Safeguarding Lead must ensure that all safeguarding information is shared in advance with the new school.

If the school wishes to take disciplinary action prior to the conclusion of a Police/Social Care investigation, the DSL must liaise with the police about this.

Staff must be alert to possible bullying of the alleged perpetrator either within school or online. Arrangements must be made to safeguard them. Staff must promote a culture where bullying is not tolerated.

#### **4.5 Local Procedures**

The DSL will be familiar with the local referral procedures for safeguarding and child protection concerns. They must also be familiar with local responses to sexual violence and harassment, and these must shape their own responses. The DSL will ensure that staff are aware and understand the local processes and that they are familiar with local support services.

Where statutory assessments are appropriate, the DSL will be working alongside the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

The placing authority **must** be notified immediately where it has been identified that there are immediate safeguarding concerns. It is recommended as best practice that all steps are taken to convene a multi-agency professionals meeting to review any potential risks and agree actions to be taken to safeguard the young person/young people. The DSL is responsible for this.

#### **4.6 Reporting to the Police**

**Where a crime has been committed the DSL must immediately contact the police.**

Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, the school will work closely with the relevant agencies to support all children involved (including potential witnesses). Where required, advice from the police will be sought in order to help manage the situation sensitively. Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, the school will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation. The DSL must inform the Directors and the Local Authority.

#### **4.7 Action following a report of sexual violence and/or sexual harassment**

**If a student alleges that they have been raped, assaulted by penetration or sexually assaulted, this must be reported to the Police and Social Care immediately.** The student's Parents/Carers should normally be informed unless there is a risk of greater harm to the student.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs' assessment which will be recorded within one working day and recorded on the school's electronic recording system. The risk and needs assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

The risk assessment must be shared with the police (where requested), local authority, Principal and Board of Directors of the school. Consideration must be given to informing

Risk assessments will be kept under review by the DSL.

Where there has been a report of sexual harassment, a risk assessment should also be completed.

Staff must ensure that their response to sexual violence, harassment or harmful behaviours between children of the same sex is equally robust as it is for sexual violence and harassment between children of the opposite sex.

The DSL must inform the Directors of any reports of sexual violence, harassment of harmful behaviours.

## **5. After the outcome/conclusion of the incident:**

- a contextual safeguarding approach must be taken
- schools must take all necessary action to learn from the incident and prevent future incidents from occurring, such as through targeted education around specific types of Child-on-Child abuse
- support for the victim must be offered and provided where possible. Appropriate risk Assessments must be implemented to provide reassurance and safety for the victim
- schools must ensure that they **do not** adopt a victim blaming approach
- the DSL must complete an investigation into the incident; The investigation must consider the occurrence of the incident itself, whether it is an isolated incident, and the personal circumstances of the young person who is alleged to have displayed harmful behaviour
- if necessary, appropriate referrals must be made to support services for the young person who has displayed harmful behaviours
- a risk assessment will be completed and implemented for the young person who has displayed harmful behaviours in order to safeguard them and other students.

### **5.1 The end of the criminal process**

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children. We will consider any suitable action following the School's Behaviour & Relationship policy. If the perpetrator remains in school, expectations regarding the perpetrator will be clearly set out now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate about the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other students in the school. The school will take measures to protect all children involved, especially from any bullying or harassment offline and online. Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision

not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will continue to support all parties in this instance.

## **6. Support for Children Affected by Sexual Assault**

Where there is a criminal investigation, the alleged perpetrator will be removed from any shared classes with the victim and consideration will be given as to how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings. The school will work closely with the police.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or setting would seriously harm the education or welfare of the victim (and potentially other students or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider any suitable sanctions using our Behaviour policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport.

The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases. The school will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family.

If they are moved, the DSL will support this move and ensure the new school aware of the ongoing support they may need.

All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents/carers as required). Any arrangements should be kept under review.

Further support for victims of sexual assault is available from a variety of agencies (see Appendix B).

## **7. Prevention strategies**

Phoenix Bay school actively seeks to raise awareness of and prevent all forms of Child-on-Child abuse by:

- Educating all Directors, Senior Leadership Team, staff and volunteers, students, parents and carers about this issue. This will include training all Directors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of Child-on-Child abuse, and how to prevent, identify and respond to it and challenge attitudes that underly such abuse.
- Taking appropriate action to ensure that children and young people learn about appropriate relationships with adults, online safety, as well as sex and healthy relationships. PSHE lessons, Relationships Education, and Relationships and Sex Education will focus on important age-appropriate and developmentally appropriate issues in line with Government guidance.

- Supporting children to understand what abuse is and the impact it can have on those who experience it.
- Creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment and have them listened to. Students are clear about how to report abuse or any concerns about possible abuse or harmful behaviour. This includes being able to access in private, relevant websites or help lines, such as Childline and the NSPCC, to seek advice and help.
- The school recognises that some children and young people are more vulnerable by virtue of their complex health or behavioural needs, or disabilities. In these instances, all staff have a responsibility to be the 'eyes and ears' and report all concerns to the DSL. Consideration will be given as to whether additional support for children with protected characteristics is required.
- Engaging parents/carers on this issue by:
  - Talking about it with parents/carers
  - Asking parents/carers what they perceive to be the risks facing their child and how they would like to see the school address those risks
  - Involving parents/carers in the review of school policies and lesson plans; and
  - Encouraging parents/carers to hold the school to account on this issue.
- Ensuring that all Child-on-Child abuse issues are fed back to the Principal and DSL, so that they can spot and address any concerning trends and identify students who may need additional support. •
- Working with Directors, Senior Leadership Team, all staff and volunteers, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community.
- Working with multi-agency partners to further understand and address Child-on-Child abuse and reduce its occurrence.

### **7.1 Risk Assessment (proactive school-wide)**

The school will conduct a risk assessment to determine the risks to which their students are or may be exposed and will assess and monitor those risks. This is a proactive assessment of the risks facing students and distinct from the assessments that must be conducted following concerns or allegations. The risk assessment may include:

- the composition of pupil population, including specific characteristics that affect their vulnerability to Child-on-Child abuse for example, gender, age, special educational needs and/or disabilities, sexual orientation and/or religious belief.
- Which students are more at risk of being affected by Child-on-Child abuse?
- Any relevant trends in behaviour.
- Environmental factors and local awareness, for example, high levels of gang activity.
- Online activities and vulnerabilities.

This should be reviewed and updated at least annually and reviewed after any incident of peer-on- peer abuse.

## **8. Helplines providing support for young people**

Childline: <https://www.childline.org.uk/get-support/>

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/our-services/nspcc-helpline/>

Barnardo's: <https://www.barnardos.org.uk/what-we-do/protecting-children/sexual-abuse>

Safeline: <https://www.safeline.org.uk/what-we-do/young-people/>

## Appendix A Continuum Model of Behaviours

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 highly deviant:

Please see: <https://learning.nspcc.org.uk/media/1657/harmful-sexual-behaviour-framework.pdf> for the full Harmful Sexual Behaviour Framework developed by NSPCC in partnership with Research in Practice, Durham University and the NHS.

| Normal                         | Inappropriate  | Problematic  | Abusive  | Violent  |
|--------------------------------|--|--|--|--|
| Developmentally expected       | <ul style="list-style-type: none"> <li>• Single instances of inappropriate sexual behaviour</li> </ul> | <ul style="list-style-type: none"> <li>• Problematic and concerning behaviours</li> </ul>  | <ul style="list-style-type: none"> <li>• Victimising intent or outcome</li> </ul>  | <ul style="list-style-type: none"> <li>• Physically violent sexual abuse</li> </ul>  |
| Socially acceptable            | <ul style="list-style-type: none"> <li>• Socially acceptable behaviour within peer group</li> </ul>    | <ul style="list-style-type: none"> <li>• Developmentally unusual and socially unexpected</li> </ul>  | <ul style="list-style-type: none"> <li>• Includes misuse of power</li> </ul>   | <ul style="list-style-type: none"> <li>• Highly intrusive</li> </ul>   |
| Consensual, mutual, reciprocal | <ul style="list-style-type: none"> <li>• Context for behaviour may be inappropriate</li> </ul>         | <ul style="list-style-type: none"> <li>• No overt elements of victimisation</li> </ul>   | <ul style="list-style-type: none"> <li>• Coercion and force to ensure victim compliance</li> </ul>   | <ul style="list-style-type: none"> <li>• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator</li> </ul> |
| Shared decision making         | <ul style="list-style-type: none"> <li>• Generally consensual and reciprocal</li> </ul>                | <ul style="list-style-type: none"> <li>• Consent issues may be unclear</li> <li>• May lack reciprocity or equal power</li> <li>• May include levels of compulsivity</li> </ul> | <ul style="list-style-type: none"> <li>• Intrusive</li> <li>• Informed consent lacking, or not able to be freely given by victim</li> <li>• May include elements of expressive violence</li> </ul> | <ul style="list-style-type: none"> <li>• Sadism</li> </ul>   |

## Appendix B Useful Publications and Websites

### Government Publications

Sexual harassment and sexual violence in schools

[www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges](http://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

Keeping Children safe in Education

[www.gov.uk/government/publications/keeping-children-safe-in-education](http://www.gov.uk/government/publications/keeping-children-safe-in-education)

Preventing youth violence and gang involvement

[www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence](http://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)

Preventing and tackling bullying in schools [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

Safeguarding Network

<https://safeguarding.network/safeguarding-resources/peer-peer-abuse/>

### Other useful documents

Child-on-Child abuse toolkit by Farrer & Co Guidance on peer-on peer abuse policy and template peer-on-peer abuse policy <https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/farrer-co-safeguarding-Child-on-Child-abuse-toolkit-2019.pdf>

Towards a Contextual Response to Child-on-Child Abuse

[https://www.csnetwork.org.uk/assets/documents/Towards-a-Contextual-Response-to-Peer-on-Peer-Abuse\\_161013\\_170057.pdf](https://www.csnetwork.org.uk/assets/documents/Towards-a-Contextual-Response-to-Peer-on-Peer-Abuse_161013_170057.pdf)

Beyond Referrals: CSN Beyond Referrals: Levers for Addressing HSB in Schools Toolkit.

Sexing in schools and colleges-Responding to incidents and safeguarding young people

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

Anti-bullying alliance

There are some useful links on the section on sexual bullying:-

Sexual bullying: developing effective anti-bullying practice – [A guide for school staff and other](#)

[professional](#)

Preventing abuse among children and young people: [Stop it now](#)

What is Age appropriate? <http://www.stopitnow.org/ohc-content/what-is-age-appropriate>

Brook Traffic lights <https://www.brook.org.uk/our-work/using-the-sexual-behaviours-traffic-light-tool>

NSPCC-Harmful sexual behaviour <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/> NCB Harmful Sexual Behaviour: [National](#)

[Children's Bureau](#)

NSPCC –Is this sexual abuse? <https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplines-report-peer-sexual-abuse.pdf>

Online sexual harassment

Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding

<https://www.childnet.com/our-projects/project-deshame> Sexism

It's Just Everywhere- a study on sexism in schools –and how we tackle it

<https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf>

Relationship Education, Relationship and Sex Education: [Relationship education](#)

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