

Child on Child Abuse, Sexual Violence and Harassment Policy

September 2026

Review date: September 2027

Version 1.5

Version Control

Version	Date	Notes	Updated by
1.0	September 2021	Created by SLT	-
	November 2021	Reviewed at FGB 15.11.21	
1.1	March 2022	Title amended in line with upcoming changes in KCSIE22 (previously called Peer on Peer Abuse)	SLT
1.2	November 2023	Title amended in line with guidance. Previously called Child on Child Abuse policy.	SLT
1.3	September 2024 November 2024	Review cycle changed to annual to be co-ordinated with safeguarding policy and KCSIE updates. Minor amendments to policy. Approved at Full Governing Board meeting on 11/11/2024 and shared with all staff.	SLT
1.4	September 2025 November 2025	Minor amendments – SPOC changed to Mash. Approved at Full Governing Board meeting 10/11/2025 and shared with all staff.	Natasha Parry
1.5	Sept 2026 November 2026	Minor amendments throughout. Contents table added. Equalities statement added. Title amended in line with KCSI 2026. Approved at Full Governing Board meeting 16/11/2026.	Jane Charman

Contents

Version Control 2
Equality Statement for Park Hill Infant School 3
Introduction 3
Purpose and Aim 3
Framework and Legislation 4
Introduction to abuse and harmful behaviour 4
Types of abuse 4
Expected action taken from all staff 5
Gather the facts 5
Informing parents 6
Points to consider 6
Next Steps 7
After care 7
Preventative Strategies for Park Hill Infant School 7
Designated Safeguarding Lead (DSL) 9
Deputy Designated Safeguarding Leads (DDSLs) 9
Monitoring and review 9

Equality Statement for Park Hill Infant School

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism, homophobia and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of gender, managing the needs of children with special educational needs, of children who are more-able, gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

Introduction

At Park Hill Infant School, we work in line with Keeping Children Safe in Education, 2026, which outlines the duty of governing bodies and proprietors to ensure that their safeguarding and child protection policy includes procedures to minimise the risk of child on child abuse (including violence and harassment), and explains how allegations of child on child abuse will be recorded, investigated and dealt with. The document also states it is most important to ensure opportunities of seeking the voice of the child are heard. Our setting will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place for children to express their views and give feedback. Ultimately, systems and processes should operate with the best interests of the child at their heart.

At Park Hill Infant School, we respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school premises and/or online. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration of the impact on that individual child's emotional and mental well-being.

Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. Sexual violence and sexual harassment can occur between two children of any age and sex, including primary. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

The purpose of this policy is to explore the many forms of child on child abuse and to include a planned and supportive response to the issues.

At Park Hill Infant School we have the following policies in place that should be read in conjunction to this policy:

Anti-Bullying Policy
Safeguarding and Child Protection Policy
Self-Regulation – Promoting Behaviour policy

Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989, that the child's welfare is paramount. Another key DfE document that focuses adult thinking towards the views of the child is 'Working Together to Safeguard Children', highlighting that every assessment of a child, "must be informed by the views of the child" and "should reflect the unique characteristics of the child within their family and community context. This is clearly echoed by Keeping Children Safe in Education, 2026, by ensuring procedures are in place for staff to act in the best interests of the child at all times, listening to the voice of the child.

Introduction to abuse and harmful behaviour

Abusive behaviour can happen to children in schools and other settings. It is necessary to consider what abuse is and what it looks like, how it can be managed and what appropriate support and intervention can be put into place to meet the needs of the individual. Also, it is necessary to consider what preventative strategies may be put in place to reduce further risk of harm.

At Park Hill Infants, there is a zero-tolerance approach to abuse – in line with KCSIE 2026. Abuse is abuse and should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Equally, abuse issues can sometimes be gender specific, girls/boys being sexually touched/ assaulted. This could also be same sex touching/assault. Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. (KCSIE, 2026). It is important to consider the forms abuse may take and the subsequent actions required.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling, etc.)
Physical abuse may include hitting, kicking, pinching, 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 punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault, etc.)
Sexually harmful behaviour from young people is not always contrived or with 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.

Bullying (racial, physical, name calling, homophobic etc)
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 behaviours must 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, e.g. race, size, hair colour, gender, sexual orientation and excluding someone from a group on purpose.

Cyber bullying
Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites to harass, threaten or intimidate someone for the same reasons as stated above.

Prejudiced behaviour
The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in causing harm.

It is important to **deal with the situation of child on child abuse immediately and sensitively**. It is necessary to gather the information as soon as possible to get the true facts around what has occurred, as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a "blame" culture and leave a child labelled.

In all cases of child on child abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the facts

Speak to all staff who were present and children, dependent on age and understanding, using **consistent language** and **open questions**. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, "where, when, why, who". (What happened? Who saw the incident? What was seen? What was heard? Did anyone help?)

- Track evidence through observations, CPOMS reports and discussions.
- Consider the Intent (begin to Risk Assess).
- Has this been a deliberate or contrived situation for a young person to be able to harm another?
- Are staff consistent with behaviour management?
- Are the parents working together with the setting on using the same strategies?
- Are the parents consistent at home?
- Decide on your next course of action.

If, from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved

also). If this is the case, once social care has been contacted and decided on what will happen next, then you will be informed on your next steps.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Informing parents

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved, then you need to inform the parents as soon as possible. If social care/police are not going to be involved then equally, this information may need to be shared with the parents.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.
The same procedures should be followed when dealing with sibling on sibling abuse.

Points to consider

What is the age of the children involved?
How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploitation, children under the age of 5, in particular 1 – 4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This however should not be overlooked if other issues arise. (see following)

Where did the incident or incidents take place?
Was the incident in an open visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What were the explanations, by all the children involved, of what occurred?
Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?
Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person understand the impact of their behaviour on the other person?
In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care / MASH.

Repetition
Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed

What support they require depends on the individual young person. It may be that they can engage in counselling with our trained counsellor or one to one support with our Nurture Support Mentor (NSM). If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group. For example: assemblies, through the continued curriculum of PHSE, circle times, group work with our NSM, 1:1 Counselling etc.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in the setting so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a CAF / early help / CAMHs referral, and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice, e.g. making amends with the young person they have targeted if this has been some form of bullying.

Even following the conclusion of any investigation, the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

After care

It is important that following the incident, the young people involved continue to feel supported and receive help. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which cases, regular reviews with the young people involved following the incident(s) are imperative.

Preventative Strategies for Park Hill Infant School

Park Hill Infant School recognises that it is important to develop appropriate strategies in order to prevent the issue of child on child abuse rather than manage the issues in a reactive way.

We recognise that child on child abuse can and will occur even with the most stringent of policies and support mechanisms. In which case it is important that staff continue to recognise and manage such risks and learn how to

improve and move forward with strategies in supporting children/young people to talk about any issues and through sharing information with other relevant staff.

At Park Hill Infant School the following strategies are in place to prevent child on child abuse:

- We ensure that our setting has an open culture where the children feel safe to share information about anything that is upsetting them or worrying them;
- We ensure that the children are adequately supervised, (in line with ratio guidance), during playtime, lunch, in the outdoor area, moving through the setting and off-site, i.e. school outings, swimming, etc.
- Our setting has a strong and positive PSHE curriculum supported by the Jigsaw scheme;
- We ensure pupil voice is strong in our school in the form of a School Council, pupil interviews, circle times etc
- We ensure through regular discussions with children both in class and in assemblies, that they know who to talk to if they feel unsafe or worried;
- Park Hill Infant School promotes British Values throughout the curriculum;
- We promote our 5 values for life throughout the school; 'Respect' 'Kindness' 'Honesty' 'Courage' and 'Positivity';
- We promote the importance of positive mental health e.g. discussions around feelings, expressing emotions, talking if worried, the importance of positive self-esteem etc.
- We teach children how to form positive healthy relationships and support this through all aspects of school life;
- We teach children to self-regulate and give them the time and space they need to have some thinking time. We help them to develop strategies for dealing with different emotions, some of which may feel uncomfortable.

All staff at Park Hill Infant School receive comprehensive and robust safeguarding training regularly. Child to child abuse is explored during this training. Staff know not to dismiss issues as "banter" or "growing up" or compare them to their own experiences of childhood. Staff are vigilant in their approach to safeguarding in general and to child on child abuse. Procedures for reporting concerns are rigorous and understood by everyone. When a member of staff has concerns regarding child on child abuse, they must immediately report the concern to a DSL. All concerns including low level concerns are recorded on CPOMS so that patterns/trends can be clearly seen.

Safeguarding is paramount to all that we do at Park Hill Infant School. All staff work relentlessly to ensure that every child is safe from harm, happy and free to learn, whilst in our setting.

Designated Safeguarding Lead (DSL)

Jane Charman – Designated Safeguarding Lead (DSL)

Deputy Designated Safeguarding Leads (DDSLs)

Natasha Parry
Laura Newell
Laura Hulet
Charlotte Clarkson
Charlie Crocker
Paula Mascarenhas, Daisy Keyte-Walden and Dawn Per (Support.)

Monitoring and review

This policy will be reviewed annually, or sooner if required. At each review, it will be approved by the Full Governing Board.

Signed:_____ Date:_____

Print Name:_____