



ST. THOMAS MORE CATHOLIC PRIMARY SCHOOL

Child on Child Abuse Policy & Procedures

MISSION STATEMENT

I have come so that they may have life and have it to the full - John 10:10

As a Catholic school, God is at the heart of all we do. We believe that each person is made in His image, deserving to be treated with respect and dignity.

Showing respect, love and care for everyone and everything, we aim to develop harmony between pupils, parents, the school and Parish and grow as a Christian community.

We aim to embed the virtues in every child to believe in themselves to be the best that they can be and leave school as well-rounded individuals who care about themselves, others, and the world.

This policy must be read in conjunction with the
Safeguarding Policy and Anti-Bully and Anti-Hate Policy

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St. Thomas More Catholic Primary School

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Principles

At St Thomas More Catholic Primary School we are committed to the prevention, early identification and appropriate management of child-on-child abuse. Ensuring that school staff protect children by, wherever possible being aware of the nature and level of risk that children are exposed to, having a clear and comprehensive strategy specific to that child's safeguarding context and having a whole school safeguarding approach to preventing and responding to child-on-child abuse.

All staff, have signed to say that they have read, understood and agreed to work within this policy framework and parents have access to this policy via the school website. This policy will be updated annually. As a school, we do not feel it is acceptable to merely take a reactive approach to child-on-child abuse in response to alleged incidents of it. We recognise the increasing concern about this issue, and to ensure that our pupils are safe, we have written and implemented this policy. We ensure parents are integral to the policy by encouraging them to inform the school if their child is feeling unsafe because of the behaviour of any of their peers, so that school can take appropriate and prompt action.

Governors have agreed this policy, and all staff have been trained in its implementation. This policy should be read alongside Keeping Children Safe in Education September 2025 and other relevant policies.

The School's Responsibilities

Introduction

The Governors, Senior Leadership Team, and all staff and stakeholders at St Thomas More Catholic Primary School are committed to the prevention, early identification and appropriate management of child-on-child abuse as defined in this policy.

We:

- believe that to protect children, we need to be aware of the level and nature of risk to which our pupils are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context
- take a contextual whole-School approach to preventing and responding to child-on-child abuse
- recognise the increasing concern about this issue, and implement this policy in order to ensure that our pupils are safe encourage parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the school so that we can ensure that appropriate and prompt action is taken in response .

This Policy:

- sets out our strategy for preventing, identifying and appropriately managing child on child abuse
- applies to all - Governors, Senior Leadership Team, staff, volunteers etc.
- will be reviewed annually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which pupils are or may be exposed. A number of staff, pupils and Governors will be involved in each annual review, which involves and is informed by an assessment of the impact and effectiveness of this policy over the previous year

- is the school's overarching policy for any issue that could constitute child on child abuse
- does not use the term 'victim' and/or 'perpetrator'. This is because our school takes a safeguarding approach to all individuals involved in allegations of or concerns about child-on-child abuse, including those who are alleged to have been abused and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter. Research has shown that many children who present with harmful behaviour towards others, in the context of child-on-child abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers
- uses the terms 'pupil' and 'pupils' or 'child' or 'children' which is defined for the purposes of this policy as a person aged under 18
- is compliant with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education (September 2024).
- should, if relevant, according to the concerns/allegations raised, be read in conjunction with the DfE's advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE's Advice) (May, 2018), and any other advice and guidance referred to within it, as appropriate
- should be read in conjunction with the Gloucestershire Safeguarding Children Executive's (GSCE) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

Purpose of Policy

The purpose of this policy is to explore some forms of child-on-child abuse. The policy also includes a planned and supportive response to the issues.

At St Thomas More Catholic Primary School, we have the following policies in place that should be read in conjunction with this policy: Anti-Bullying Policy, Safeguarding Policy, Keeping Children Safe in Education September 2025, DfE Guidance: Sexual Violence and Sexual Harassment between Children in Schools and Colleges 2018

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 document is Working Together to Safeguard Children 2023, highlighting that every assessment of a child, 'must be informed by the views of the child'.

This is echoed by Keeping Children Safe in Education 2025 through ensuring procedures are in place in Schools to hear the voice of the child. Additionally, KCSIE 2024 Part 1 highlights the importance of staff recognising the signs of child-on-child abuse and knowing how to respond to reports.

Understanding Child on child Abuse

What is Child on child abuse? For these purposes, child on child abuse is any form of physical, verbal, sexual, emotional or financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Child on child abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence between siblings, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. For example, a primary aged child displaying sexually explicit behaviour in the playground may themselves be being abused by a family member or by older children.

Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to child-on-child abuse therefore needs to consider the range of possible types of child-on-child abuse set out above and capture the full context of children's experiences.

This can be done by adopting a Contextual Safeguarding approach and by ensuring that our response to incidents of child-on-child abuse considers the potential complexity of the situation.

What is Contextual Safeguarding?

This policy encapsulates a Contextual Safeguarding approach, which:

- is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts, and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities
- recognises that older children spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse
- considers all aspects of a child's life which may impact on the abuse identified within the school

Context and Definition

Child on child abuse is behaviour by an individual or group, intending to physically, verbally, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from child-on-child abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- verbal abuse such as name calling, verbal harassment
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

This abuse can:

- be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- be linked to games played in the playground where rules aren't followed or perceived injustice
- result in significant, long lasting and traumatic isolation, intimidation or violence to the victim

Children or young people who harm others may have additional or complex needs e.g.:

- significant disruption in their own lives
- exposure to domestic abuse or witnessing or suffering abuse

- educational under-achievement
- difficulties with social situations and emotional maturity

Stopping violence and ensuring immediate physical safety is the priority of the school but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Leads, must make their own judgements about each specific case and should use this policy guidance to help.

Responsibility

The Governing Board should ensure the Safeguarding Policy includes procedures to minimise the risk of child-on-child abuse / child on child abuse and sets out how allegations will be investigated and dealt with'. The voice of the child must also be heard. The Governing Board and School leaders should also ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.

Child on child abuse is referenced in the Safeguarding Policy. However, the sensitive nature and specific issues involved with child on child necessitate separate policy guidance. At St Thomas More Catholic Primary School 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 to the impact on that individual child's emotional and mental health and well-being.

Abuse and harmful behaviour

It is necessary to consider:

- what abuse is and what it looks like
- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individual
- what preventative strategies are in place to reduce further risk of harm

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific, e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE 2025). It is important to consider the forms abuse may take and the subsequent actions required.

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and if appropriate, should be subject to the same child protection procedures.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before acting.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people. Harmful content may be legal or illegal and could include: -
 Pornography
 - Promotion of self-harm and/or suicide
 - Misogyny
 - Racism

- Fake news
- Extremist views
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example domestic abuse), including the risk that they may respond to this by abusing younger or weaker children. The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered themselves.

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

This may include hitting, kicking, nipping/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.

Verbal abuse

Intentional or unintentional comments which children find distressing or hurtful. This can include shouting at another child, whispers and blackmailing.

Sexual violence and sexual harassment

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. In referencing sexual harassment, it is 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 (KCSIE 2024).

This must always be referred immediately to the Designated Safeguarding Lead. The Designated Safeguarding Lead (DSL) will follow the DfE Guidance: Sexual Violence and Sexual Harassment between Children in Schools and Colleges 2018 and in line with KCSIE 2025.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildrenin-Schools-and-colleges>

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the 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 to the young person it is intended towards.

Sexually harmful behaviour may include inappropriate sexual language, inappropriate role play, sexual touching, sexual assault/abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them
- Staff should be aware that is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys (KCSIE, 2025).

Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated (STOP – Several Times on Purpose) or has the potential to be repeated over time. Both young people who are bullied and who bully others may have serious, lasting problems. To be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power - such as physical strength, access to embarrassing information, or popularity - to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people
- Repetition: Bullying behaviours 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. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Online Bullying / Cyber bullying Online Bullying / Cyberbullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms game messaging, etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone’s online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

Sexting

Consensual and Non-Consensual Sharing of Nudes and Semi-Nudes Images and/or Videos.

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. This must always be referred immediately to the Designated Safeguarding Lead (DSL) who will follow the guidance on Sharing nudes and semi nudes: advice for education settings working with children and young people '2020':

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-educationsettings-working-with-children-and-young-people>

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation or team. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment. Although not prevalent in the primary age range, hazing ceremonies are increasingly available to view on social media sites and is something that Schools need to be aware of.

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, e.g. 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.

Expected staff action

All incidents must be recorded on the CPOMS system as soon as reported/seen. Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead (DSL) immediately before taking any further in-School actions. The information below will support staff when dealing with child-on-child abuse.

Recognising child on child abuse

An assessment of an incident between peers should be recorded on CPOMS and investigated. The following points must be considered:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation

- What was the degree of physical aggression, intimidation, threatening behaviour or bribery □
The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

It is important to deal with a 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 and record this on CPOMS. 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. Avoid language that may create a 'blame' culture and leave a child labelled. Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

If the incident is sufficiently serious, the following action will need to be taken:

Acting (to be read in conjunction and in reference to KCSIE 2025)

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator to ensure safety
- Confer with Designated Safeguarding Lead (DSL)/Safeguarding team
- Consider referral to Police or Social Care Contribute to multi-agency assessments
- Record all incidents and all action taken

Staff need to be aware of the role of other pupils when child on child abuse has occurred. They usually fall into four broad categories:

Assistants – join in with the bullying

Reinforcers – laugh and point fingers, providing social reinforcement and positive feedback

Outsiders – stay away and don't take sides, but their lack of condemnation may be seen as silent approval

Defenders – are anti-bullying and stand up against the action of the pupil against the other

Recording sexualised behaviour

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms when recording on CPOMS
- Record as soon as possible, as you can quickly forget or confuse detail
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks
- Note where and when the incident happened and whether anyone else was around

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions – Where? When? Why? Who? (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

Consider the Intent

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action

If you believe any pupil to be at risk of significant harm you must report to the Designated Safeguarding Lead (DSL) immediately; they will follow the School's Child Protection and Safeguarding Policy. If MASH and the police intend to pursue this further, they may ask to interview the pupils in School or they may ask for parents to come to School to be spoken to. It is important to be prepared for every situation and the potential time it may take. If the incident is not deemed significant and no further action is to be taken, information will still be retained.

Informing parents/carers

The best way to inform parents/carers 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/carers whether their child is the child who was harmed or who harmed another.

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 exploration, children under the age of 5, who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked.

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 area?

What was the explanation by all children involved of what occurred? Can each of the young people give the same explanation of the incident and what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case 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?

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way has the behaviour persisted to an individual even after staff felt it was 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 would benefit from speaking to an appropriate member of staff.

It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. 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.

The Head Teacher advocates Restorative Justice techniques. Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse, etc. It may be that through the continued curriculum of PHSE (Personal, Health, Social & Economic education) and SMSC (Spiritual, Moral, Social & Cultural development) that certain issues can be discussed and debated more frequently. If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in School 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

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. In such cases support such as one-to-one mentoring or counselling from an appropriate member of staff also be necessary.

Support from identified services may be necessary through an early help 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. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one-to-one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. If this is the case, the young person will need to be provided with appropriate support and education elsewhere. It may be that 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 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. The school

may also choose a punishment as a consequence such as exclusion or internal exclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. 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. For this reason, regular reviews with the young people following the incident(s) are important.

Preventative Strategies

Child on child abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent child on child abuse.

This School has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PHSE (Personal, Health, Social & Economic education) / SMSC (Spiritual, Moral, Social & Cultural development) curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

The school makes sure that 'support and report' signposting is available to young people. Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and everyone before taking action. Young people are part of changing their circumstances and, through School council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'.

We involve pupils in the positive ethos in School; one where all young people understand the boundaries of behaviour before it becomes abusive. All staff are trained annually in Safeguarding and understand the importance of their role in preventing child on child abuse as well as other Safeguarding issues. Staff have met to identify key areas of the school and times of the day when pupils are most vulnerable to child-on-child abuse and have agreed to take measures to ensure pupils are safe and child on child abuse is avoided wherever possible.

We uphold an Open Door Policy with parents and work closely with them, taking account of their needs and opinions before acting.

This policy template has been developed and supported by the following:

DFE: Keeping Children Safe in Education September 2025

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

DFE: Preventing and Tackling Bullying: Advice for Head Teachers, staff and governing bodies.

July 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

Working Together to Safeguard Children, 2023

https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

Sharing nudes and semi nudes: advice for education settings working with children and young people, December 2020 <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>