

Deptford Park Primary School

Child on Child Abuse Policy

(including harmful sexual behaviour HSB)



October 2022

Introduction:

Deptford Park Primary School is committed to a whole school approach to identifying, tackling & responding to Child on Child abuse, including sexual harm/violence and harassment. This policy supports and is in addition to our safeguarding policy to help understand, identify and respond to problematic/harmful sexual behaviours that may occur in our school.

This policy should be read in conjunction with:

- **DPPS Safeguarding, Behaviour and Anti Bullying policies.** These are key school policies, which all staff must read as part of their induction;
- **Keeping Children Safe in Education. Statutory Guidance for schools and colleges**
All staff in a school should be familiar with the relevant sections that deal with Child on Child Sexual Violence and Harassment.
- **Sexual Violence and Sexual Harassment between Children in Schools and Colleges.**
Dfe, May 2018; guidance for Headteacher, Principals, Senior Leadership teams and designated safeguarding leads.
- **Sexting in Schools and colleges: Responding to incidents and safeguarding young people.**
- **Teaching Online Safety in Schools, DfE 2019**
- **The Voyeurism Act, 2019 (Section: Up skirting)**

What is Child on Child Abuse?

A child/pupil as described in the policy is a child and young person up until 18 years. All children and young people are capable of abusing their peers. This can manifest itself in a whole spectrum of behaviours including:

- Sexual violence and harassment
- Physical abuse
- On- line sexual offences (Technology assisted harmful sexual behaviour)
- Initiation /hazing type violence and rituals

What is Sexual Harassment?

This can be defined as 'unwanted conduct of a sexual nature' that can occur either online and/or offline. Sexual harassment is likely to:

- Violate a child's dignity

- Make them feel intimidated, degraded or humiliated
- Create a hostile, offensive or sexualised environment

It can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;

What is Sexual Violence?

Sexual violence covers a spectrum of behaviour. It can refer to sexual offences under the Sexual Offences Act 2013. This includes:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Other

Communications Act 2003. Contains offences relevant to the distribution and possession of images of children.

Voyeurism Offences Act 2019

This is an Act under the umbrella of sexual offences. It creates 2 new offences criminalising someone who operates equipment or records an image under another person’s clothing (without that person’s consent or a reasonable belief in their consent) with the intention of viewing, or enabling another person to view, their genitals or buttocks (with or without underwear), where the purpose is to obtain sexual gratification or to cause humiliation, distress or alarm.

What is Consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

It is important to know that:

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

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. We view sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

What is Contextual Safeguarding?

As a school we will consider the context within which incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means you need to consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare e.g. Cyberbullying, unregulated access to the internet, extra familial abuse, sexual exploitation, county lines, gangs etc.

A whole school approach

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of Child on Child abuse in our school and beyond. In cases where Child on Child abuse is identified we will use the local safeguarding procedures as set out by the London Safeguarding children partnership.

Some of these behaviours will also be referenced in our other school policies:

- The Safeguarding and Child Protection Policy;
- The Behaviour Policy;

- The Anti-Bullying policy;
- The Internet Safety Policy;

We recognise that Child on Child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation;
- Sexting (youth produced digital imagery);
- Bullying-name calling, physical,
- Prejudiced behaviour- homophobic, disabilities;
- Cyber bullying & on line abusive behaviour;
- Radicalisation;
- Abuse in intimate relationships, including teenage relationship abuse;
- Children who display sexually problematic/harmful behaviour, including sexual harassment;
- Gang association and serious violence-County Lines, initiation, hazing.

Vulnerable Groups

We recognise that all children are at risk but that some groups are more vulnerable than others and includes:

- A child with additional needs and disabilities;
- A child living with domestic abuse;
- A child who is at risk of/suffering significant harm;
- A child who is at risk of/or is been exploited or at risk of exploited (CRE, CSE)
- A looked after child;
- A child who goes missing or is missing education;
- Children who identify as or are perceived as LGBTQI+ and/or any of the protective characteristics;

Research tell us that girls are more frequently identified as having been abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They often are exploited into gangs, and are victims of sexual violence when in gangs. However, we are aware as a school that these are behaviours not just confined to girls.

We recognise that boys are less likely to report intimate relationship abuse, and may display other behaviour such as anti-social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence as a result of gang culture.

Bullying and Online bullying and behaviour

Child on Child abuse, can happen on line and through social media. This school will respond to this form of abuse, cyber bullying and related behaviour.

As a school we have other policies (specifically our Behaviour and Anti-Bullying policies) which relate to identifying, responding to and reporting this type of behaviour by pupils. We will take a robust approach and educate all our staff to help prevent and tackle this.

Responding to an incident/disclosure

Where abuse or violence, including sexual harm and/or sexual harassment, has taken place outside of school e.g. travelling to school or in the local community involving one or more of our pupils; we will investigate and take action around the conduct of the pupil/s. We will also consider if we should notify the police if we believe an offence may have been committed.

Where behaviour between peers is abusive or violent, including sexual harm or sexual harassment within the school; we will use the safeguarding procedures outlined in our safeguarding policy. This might mean a referral to Children's Social Care Services or a joint agency investigation, which also might involve the police.

All staff understand that all concerns must be reported to the Designated Safeguarding Lead or a representative from the safeguarding team; however, we acknowledge that anyone can make a referral.

Understanding Sexual Harm, Violence and/or Sexual Harassment

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be a group of children sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour can take place in a school or any setting where pupils are together. The impact of this behaviour on children can be very distressing having an impact on academic achievement and their emotional health & wellbeing. All behaviour takes place on a spectrum. Understanding where a pupil's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

In this policy we recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB). We may use the Brook Traffic Tool, and the Hackett's Continuum (Appendices 2 and 3), both tools to assist us in determining healthy, problematic and harmful sexual behaviours in children and young people. We may also

devise and use a Risk Assessment (HSB) depending on the outcomes of assessing risk in each individual case.

Using tools like this will help us:

- Decide next steps and make decisions regarding safeguarding children;
- Assess and respond appropriately to sexual behaviour in pupils;
- Understand healthy sexual development and distinguish it from problematic/harmful behaviour;
- Assist with communicating with parents/cares about the concerns we have about their child/children;
- Assist with communicating with our partners and agencies about the concerns we have regarding a pupil in the school.

Action following a report of Sexual Harm, Violence and/or Sexual Harassment

We will inform all staff that should they see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the Designated Safeguarding Lead (DSL) or safeguarding team representative and make a written record of the incident or disclosure on the school's concern form.

We will speak to the pupil to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions, and their willingness/ability to work on their behaviours.

We will speak to the pupil/s who has been targeted to establish the impact on them of the behaviour. How the other pupil/s managed to get in a position to carry out the behaviour, how they are feeling about the other pupil now, and what support they require. This will only be to ascertain clarification; any further investigation will be guided/ undertaken by the statutory agencies. We will contact the parents/carers of those involved and share the information where appropriate.

Following an incident we will consider:

- The wishes of the victim and the parent 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) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour;

- The ages of the pupils involved;
- The developmental stages of the pupils involved;
- Any power imbalance between the pupils concerned. For example, is the alleged abuser 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;
- Are there ongoing risks to the victim, other pupils, siblings, adult students or school staff; or other related issues in the wider context?

Whilst the school establishes the facts of the case:

- It may be appropriate and necessary for the alleged abuser/s to be removed from any classes or areas they share with the victim;
- We will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other pupils we have a duty to safeguard;
- We will consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on school premises, including travelling to and from the school;
- We will devise and use a Risk (HSB) Assessment Plan if assessed as appropriate;
- It may also be necessary and appropriate to use a Victim Support Plan.

These actions are in the best interests of the pupils involved and should not be perceived to be a judgment on the guilt of the alleged abuser/s.

Reporting

All cases alleged or an actual incident of sexual harm, violence and/or sexual harassment will be reported to Children Social Care Services but also to the police, if it is believed an offence may have been committed and appropriate to do so.

However, in some cases of sexual harassment/touching it would depend upon the child's age and understanding/age of criminal responsibility, (e.g. one-off incidents), which we may decide that the child/ren concerned are not in need of Early Help or statutory intervention. In these situations, it would be appropriate to handle the incident internally, for example by utilising the behaviour and bullying policies, providing pastoral intervention and support. We may also decide that some child/ren involved do not require statutory interventions; however, they may benefit from Early Help. This may mean the development of a safety and support plan as part of the early help process. The school acknowledges that an Early

Help Assessment can be useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Sanctions

We will consider the sanctions available to use as school in reference to our Behaviour Policy and Anti-Bullying Policy. We recognise disciplinary actions rarely resolve issues of Child on Child abuse and therefore we will consider all courses of action and intervention. We recognise that emotions and feelings can run high, and we will endeavour to respond to concerns from any pupil, other pupils, parents and the local community. We will ensure all necessary parties including the parents/carers are informed and kept up to date where appropriate. We will listen to any concerns and will work to attempt to resolve these.

The Role of Governor

The Chair of Governors/ Link Safeguarding Governor will need to be aware of the complexities when an incident or incidents come to light, and when staff in the school are trying to manage these behaviours. This includes the use of sanctions, exclusions, pressures from parents to exclude and dealing with the parents of the alleged abuser or any alleged victim/s.

We know that as a school, the Chair of Governors and Link Safeguarding Governor will also need to consider that they may be approached by members of staff who are angry or anxious about pupils with sexual behaviours. In addition, we will also consider that there may be occasions where schools also feel pressures from external sources e.g. the local community and the media. It is important that governors are informed so they can help with a consistent approach and policy. We recognise governors should use any examples to help inform the schools future practice, ethos, reviewing any policy or procedure in light of this.

Multi-Agency Working

As a school we remain committed to working with a range of agencies, including Children's Social Care, the police, local authority agencies and health, to work in partnership with them and help to identify risk and issues both within the school and in our local community.

Prevention and Training

Deptford Park Primary School is working hard at all times to create a culture where Child on Child abuse does not happen and minimise risk.

We are aiming to create an ethos of good and respectful behaviour, and this should extend to all areas of the school and at all times of the school day, including travelling to and from school and at playtimes. Our school values reflect this. We also do this through our safeguarding curriculum including the use of our Christopher Winter PSHE scheme, and events/activities (e.g. NSPCC visits and material).

We will ensure that all our children know who to talk to, how to and receive advice and help within the school. We will be able to signpost children and parents to relevant local and national helplines and websites.

Management of the Policy

We will ensure all our staff, governors and volunteers are trained in the awareness and response to all forms of bullying, all forms of Child on Child abuse, and any local issues and concerns in the wider context (contextual safeguarding).

In addition, we will ensure all our staff, governors and volunteers are aware of this policy and the supporting guidance, in order that they are clear regarding their role and responsibilities. The School Designated Safeguarding Lead (DSL) will take on a lead responsibility to ensure all staff read this policy and ensure it is incorporated into safeguarding training and induction material. The Link Safeguarding Governor in the school will act to oversee and audit any training activity which takes place in relation to this policy. We will ensure that parents/carers are made aware of this policy and its availability on the school website.

Signed by:

Signed by:

Head Teacher

Chair or Safeguarding Governor

Date:

Date:

Appendix 1:

Explaining and understanding Problematic Sexual Behaviours

Some indicators of problematic behaviours:

- Between children; if one of the children is much older (or one has SEND), particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not (the greater the age gap the greater the risk);
- A younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature;
- The child/YP has greater knowledge in comparison with other children of the same age;
- Some low level incidents over clothing;
- The child/YP is overtly interested in sex to the exclusion of other activities;
- Preoccupation with sexual words, body parts, and sexual activity;
- Repeated display of sexual body parts in public;
- Persistent secretive sex play with other children having been told not to;
- Other children complain about the child's sexual behaviours;
- The child/YP continues to exhibit sexual behaviours when told by an adult to stop;
- The child/YP exhibits unusual toilet behaviours;
- The child's/YP's drawings show genitals at the focal point;

Explaining and understanding harmful sexual behaviours

Some indicators of harmful behaviours:

- The child/YP manipulates other children to touch, hurt their own genitals;
- The child/YP uses trickery, bribery, or force in sexual behaviours;
- Incidents are frequent and increasing in frequency, and the child's focus on them is disproportionate to other aspects of their life.
- A child/YP who has frequent erections or vaginal discharge;
- A child/YP does not take responsibility for their behaviours and blames others or feels strong sense of grievance or entitlement;
- There are often other difficult behaviours such as conduct disorder's, mental health issues, anger management, anxiety, being clingy, aggression, disruption, poor peer relationships
- A child/YP engages in sexual activities with animals.

Guidelines for Risk assessment plans (HSB):

The plan should have:

- Has the agreement of parents/carers;
- Is seen as part of the holistic approach to the child/Yp in the school;
- Addresses monitoring in school both classroom and free time;
- Addresses any learnt behaviours;
- Addresses any early intervention- additional nurture, groups, tactile behaviours, time out etc-
- Identifies the need for other assessments eg- SEN/D, Educational psychology, unmet possible health needs;
- Looks at any available funding, or need for additional TA/pastoral support;
- Is regularly reviewed at intervals and with parents;
- Is proportionate to the concern/allegation.

For both low problematic-low indicators of medium problematic and problematic medium-high / harmful sexual/violent behaviours schools should also consider the following contextual concerns:

- The context of the potentially or actual harmful behaviours in relation to the child/YP in the school;
- Any siblings either at the school or another school, and any impact;
- The victim and any impact, especially if the victim/s is in the School;
- The safety of others within the school/Setting;
- Being able to provide a realistic level of supervision;
- A level of supervision with an aim to prevent repeat harmful behaviours;
- Motivation and capacity of the child or young person to engage, co- operate and comply;
- Motivation of a child to want to change;
- Managing confidentiality concerns- parents, the wider community, media, or complaints.

Helpful links & information

NSPCC

The NSPCC website has a range of information and resources available to help you in school and in particular programmes in schools to help pupils keep safe.

Lucy Faithful Foundation

The Lucy Faithful Foundation is the only UK wide charity dedicated to tackling Child Sexual Abuse and offers a range of services for parents and professionals. They will provide advice and consultation, and where abuse has taken place they will work with all those affected by it, including abusers, young people with harmful sexual behaviours and victims

Stop It Now

Lucy Faithful have an anonymous self-refer on line space to get help and advice about on line behaviour

ukfeminista.org.uk

An on line free education resource hub on how to tackle sexism in the classroom

Parents Protect

A helpful website for parents to gain a better understanding of their child's or young person behaviour and where to get advice and support

Child Net Step Up, Speak Up

Step Up, Speak Up! Childnet, a practical campaign toolkit to address issues of online sexual harassment amongst young people, 13-17 years, it includes a range of resources for young people and teaching professionals who work with them.

Aim Project

The Aim project. Understanding and managing problematic and harmful sexual behaviours

SWAAY

Holistic care for children who are affected by sexually harmful behaviour

Many thanks to Derbyshire County Council for providing a model policy for our adaptation.