St Patrick's RC High School

Child on Child Abuse Policy

Review Date: **Spring 2021 - 2022**

Date of Next Review: **Spring 2022 - 2023**

Prepared By: **H Mainwaring**

Committee: **Pupil Welfare**

Not statutory

Signed: **…………………………………….. (Headteacher)**

St Patrick's RC High School Mission Statement

Our outstanding school community is guided by the gospel values of: love, forgiveness, reconciliation, justice, integrity, humility and truth. Faith and worship are lived, taught and celebrated. We recognise the importance of service to others and the opportunity to be witnesses to Christ in our community. All are unique and strive for personal growth. We celebrate the pursuit of academic excellence, applaud ambition and value the achievements of all. Our pupils are expected to achieve their best and use their learning to make a difference in the world they live in.

School British Values Statement

St Patrick's teachers uphold public trust in the profession and maintain high standards of ethics and behaviour. Teachers do this by not undermining fundamental British values and ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Introduction

This policy should always be read in conjunction with the following policies

- Sexual Violence and Sexual Harassment between Pupils Policy'
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Anti- Nude and Semi Nude Images and Video Policy
- Equality Policy
- Relationships, Sex and Health Education Policy
- Online Safety Policy

Keeping Children Safe in Education 2021, (page 36). states that Governing bodies and proprietors should ensure that their child protection policy includes:

- procedures to minimise the risk of Child on Child abuse;
- the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;
- how allegations of Child on Child abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by Child on Child abuse will be supported;
- a recognition that even if there are no reported cases of Child on Child abuse, such abuse may still be taking place and is simply not being reported;
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it 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;
- recognition of the gendered nature of Child on Child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all Child on Child abuse is unacceptable and will be taken seriously; and
- the different forms Child on Child abuse can take, such as:

- bullying (including cyberbullying prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between Childs;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

The guidance also states that Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children (Children with special educational needs (SEN) and disabilities) These can include being more prone to Child group isolation than other children and the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

While it is recommended that Child on Child/Child on Child abuse is associated with the School Safeguarding Protection Policy, due to the sensitive nature and specific issues involved with Child on Child abuse, this separate policy has been completed to annex to your School Safeguarding Protection Policy.

Definition
Children can abuse other children. This is generally referred to as Child on Child abuse and can take many forms.

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

All staff will be aware that children can abuse other children and that it can happen both inside and outside of school and online. All staff will understand, that even if there are no reports in the school it does not mean it is not happening, it may be the case that it is just not being reported. As such if staff have any concerns regarding Child on Child abuse they will speak to their designated safeguarding lead (or deputy).

All staff understand the importance of challenging inappropriate behaviours between Childs, and that downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their Childs online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

At St Patrick's RC High we are committed to the prevention, early identification and appropriate management of Child on Child abuse and to ensure that any form of Child on Child abuse or sexually harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and well-being.

This policy applies to governors and all members of staff including volunteers.

In particular, we:

- Believe that in order to protect children, all schools should (a) be aware of the level and nature of risk to which heir pupils are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and (b) take a contextual whole-school approach to preventing and responding to Child-on-Child abuse;

- Regard the introduction of this policy as a preventative measure, and do not feel it is acceptable merely to take a reactive approach to Child-on-Child abuse in response to alleged incidents of it.
- Recognise national and increasing concern about these issues, and wish to implement this policy in order to ensure that our pupils are safe and well educated on Child on Child Abuse.
- 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 Childs, they should inform the School to that it can ensure that appropriate and prompt action is taken in response.

At St Patrick's RC High 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 impact on that individual child's emotional and mental health and 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. The purpose of this policy is to explore the many forms of Child on Child abuse and include a planned and supportive response to the issues.

This policy avoids the term 'victim' and / or 'perpetrator'. This is because the 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 Childs, in addition to any sanctioning work that may also be required for the latter.

Research has shown that many children or young people who present with harmful behaviour towards others, in the context of Child-on-Child abuse, are themselves vulnerable and may have been victimized by Childs, parents or adults in the community prior to their abuse of Childs. St Patrick's RC High school aims to eradicate any form of abuse and educate our pupils to become well-rounded, informed members of society.

This policy builds on the Keeping Children Safe in Education document (September 2021) published by the DFE.

Vulnerabilities

As a school we will recognise any child can be vulnerable to Child on Child/ child on child abuse including

- Individual and situation factors can increase a child's vulnerabilities to abuse by their Childs such as the sharing of an image or photograph
- Children who are socially isolated from their Childs
- Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse
- Children with certain characteristics such as sexual orientation, ethnicity, race or religious beliefs
- Children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their Childs without SEND,

<u>Understanding Child-on-Child abuse</u>

Child-on-Child abuse is defined as 'any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate)' (Abuse between young people: a contextual account (Routledge 2017)).

Framework and Legislation

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put 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'.

We recognise the need to adopt a contextual safeguarding approach and to ensure that our response to incidents of Child-on-Child abuse takes into account any potential complexity.

 As a result, we:

• adopt 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.

• recognise that as children enter adolescence, they spend increasing amounts of times outside the home in public environments (including the internet) within which they may experience abuse.

• consider interventions to change the systems or social conditions of the environments where abuse has occurred.

 We acknowledge that research suggests that Child-on-Child abuse is one of the most common forms of abuse affecting children in the UK. We therefore must adopt an approach of 'it could happen here.' St Partick's aims to educate all pupils on Child on Child abuse through our PSHE/RSHE curriculum, assemblies, our safeguarding approach and through our whole school culture.

Prevention

As a school we will minimise the risk of allegations against other pupils by:-

- In line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019, providing a developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour, keeping themselves safe, the nature of Child on Child abuse and what is meant by consent
- Having a robust Online and Mobile Technology safety programme which develops pupil's knowledge, understanding and skills, to ensure personal safety and self protection when using the internet and social networking
- Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed, and valued in a non-judgemental environment
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils

Creating a safe culture in school by implementing policies and procedures that address Child on Child abuse and harmful attitudes, promoting healthy relationships and attitudes to gender and sexuality

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting. It should be considered as a safeguarding allegation against a pupil if some of the following features are present.

The allegation: -

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

There are many forms of abuse that may occur between Childs 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. These are highlighted below:

Physical Abuse
Physical abuse may include, hitting, kicking, nipping, 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 sanctions to be undertaken.

Sexual Violence and Sexual Harassment

Sexual Violence
Children can, and sometimes do, abuse their Childs in a sexually violent way. Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described as
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

Sexual Harassment

Child on child Sexual Harassment is unwanted conduct of a sexual nature' that can occur online and offline. 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.

Sexual harassment 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;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

Sexual Exploitation

This can include encouraging other young people to engage in inappropriate sexual behaviour or grooming and recruiting members of the Child group into being sexually exploited by other young people or adults. It can also include photographing or videoing other children performing indecent acts.

Bullying

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 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, race, 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 such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Nude and semi-nude image and video sharing

Nude-image sharing is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'semi-nudes', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003. St Patrick's endeavours to educate our pupils on the law surrounding Nude-image sharing and Sexual Harassment through our PSHE/RSHE Programme of study (please see appendices 1)

Emotional Abuse

Can include blackmail or extortion and may also includes threats and intimidation. This harmful behaviour can have a significant impact on the mental health and emotional well- being of the victim and can lead to self harm.

Teenage Relationship Abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teenager uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Initiation/Hazing

Is a form of initiation ceremony which is used to induct newcomers into an organisation such as a sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

 The idea behind this practice is that it 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.

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). This also includes using derogatory language.

Expected action taken from all

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 perpetrating harm. It is important to deal with a situation of 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; we do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

Identifying Child-on-Child abuse

Signs that a child may be suffering Child-on-Child abuse can overlap with those indicating other types of abuse (please read other policies on the school website).

Whilst it Is important to note that not every child will react in the same manner some signs may include:

• failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected

• 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 including alcohol or substance misuse

• changes in appearance and / or starting to act in a way that is not appropriate for the child's age

• abusive behaviour towards others

Abuse affects children very differently. The above list is not exhaustive, and the presence of one or more of these signs does not necessarily indicate abuse.

The behaviour that children present with will depend on the context of their circumstances.

Where a child exhibits any behaviour that is out of character or abnormal for his/her age, the school will consider whether an underlying concern is contributing to their behaviour including, whether the child is being harmed or abused by their Childs).

Responding to concerns or allegations of Child-on-Child abuse

If a pupil is in immediate danger, or at risk of significant harm, a referral to children's social care, (parents or carers) and / or the police should be informed immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made (see the School's Safeguarding and Child Protection Policy). If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their Child(s), or that a child may be at risk of abusing or may be abusing their Child(s), they should discuss their concern with the DSL without delay (in accordance with the procedures set out in the School's Safeguarding and Child Protection Policy) so that a course of action can be agreed. If a child speaks to a member of staff about Child-on-Child abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement. The member of staff should also report this to the DSL (for further details please see the procedure set out in the School's Safeguarding and Child Protection Policy).

When an allegation is made by a pupil against another student, or about a Child on Child incident they have witnessed or been a part of, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed or Deputy Designated Safeguarding Leads (DDSL)

- The school and the Designated Safeguarding Lead will also take account of the wider context in which the alleged incident(s) of Child on Child abuse took place, for example the physical environment of the school; route/travel to and from school; online environment and gender norms

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The Designated Safeguarding Lead should contact The Bridge Partnership to discuss the case.
- The potential complexity of Child-on-Child abuse and of children´s experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting. The views of the child/children affected. Unless it is considered unsafe to do so (e.g. where a referral needs to be made immediately), the Designated Safeguarding Lead (DSL) should discuss the proposed action with the child(ren) and their parents and obtain consent to any referral before it is made. The School should manage the child(ren)'s expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.
- The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, through the Bridge Partnership, the police will become involved.
- Parents, of both/all the student/s concerned with the disclosure/allegation and the alleged victim/s, should be informed and kept updated on the progress of the referral.
- The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding Records.
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Where a disclosure or allegation indicates that indecent images of a child or children may have been shared online, the DSL will consider what line of action is to be taken in line with the Online and Digital Safeguarding Policy and whether or not devices are to be confiscated, the police contacted, The Bridge Partnership informed and if the images have been uploaded to the internet what specialist help may be required for the images to be removed.

- treat all children involved as being at potential risk; while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, the child may also have considerable unmet needs and be at risk of harm them self. The School is committed to ensuring that a safeguarding response is

in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter.

We must also take into account:

- that the abuse may indicate wider safeguarding concerns for any of the children involved and consider and address the effect of wider social and cultural contexts, such as the child(ren)'s Child group (both within and outside the School).
- The family, the School environment, their experience(s) of crime and victimisation in the local community, and the child(ren)'s online presence.
- The School must consider what changes may need to be made to these contexts to address the child's/children's needs and to mitigate risk.

Disciplinary action

The School will consider whether disciplinary action may be appropriate for any child(ren) involved; any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including to:

• ensure that the child(ren) take(s) responsibility for and realise(s) the seriousness of their behaviour

• demonstrate to the child(ren) and others that Child-on-Child abuse can never be tolerated

• ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child(ren)'s own potential unmet needs and any safeguarding concerns. Before deciding on suitable action the School will always consider its responsibility to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the Child-on-Child abuse and the causes of it. The School will take any disciplinary action in line with processes set out in the School's Behaviour Policy.

Our Whole School Approach

The School is committed to ensuring that its response to concerns / allegations of Child on Child Abuse is part of on-going proactive work by the School to embed best practice and take a contextual whole-school approach to such abuse. The School actively seeks to raise awareness of and prevent all forms of Child-on-Child abuse by:

- Educating all staff, governors and volunteers, parents and pupils about this issue. This includes:
- Training all staff, the senior leadership team, and volunteers on the nature, prevalence and impact of Child-on-Child abuse, and how to prevent, identify and respond to it. This includes regular safeguarding updates in our weekly briefing, the identification and classification of specific behaviours; and the importance of taking seriously all forms of Child-on-Child abuse (no matter how low level they may appear) and ensuring that no form of Child-on-Child abuse is ever dismissed as horseplay, teasing, 'boys will be boys' or 'banter'.

- educating children about the nature of Child-on-Child abuse via PSHE/RSHE, assemblies, form time and the wider curriculum. Pupils are regularly informed about the School's approach to such issues, including its zero-tolerance policy towards all forms of Child-on-Child abuse.
- challenging the attitudes that underlie such abuse (both inside and outside the classroom). This is done via PSHE, assemblies, form time and internal and external speakers. This also includes challenging derogatory language being used. Pupils are also encouraged to report any derogatory language used to a member of staff.
- ensuring that all Child-on-Child abuse issues are reported to the DSL and Safeguarding team so that they can spot and address any concerning patterns and identify pupils who may need additional support. This is done by sharing of pastoral and safeguarding information in weekly briefings, pastoral team meetings, and sharing of bullying incidents with the appropriate members of staff. Logs are cross-referenced and checked against SEND and other pastoral information.
- engaging parents on this issue through our website and offering feedback on our policy. Parents are also made aware of our RSHE/PSHE Programme of Study through a Year 7 Consultation evening which occurs every year at St Patrick's.
- working with Governors, the Senior Leadership Team, all staff and volunteers, pupils and parents to promote equality for all and to promote positive morals and to encourage a culture of respect amongst all members of the School community and the wider community. This is done via PSHE, assemblies, form time, the School charity programmes, Promotion of the School ethos of respect for diversity and inclusion and our Catholic values. We aim to create a whole school culture of inclusivity, where pupils are able feel safe and free to share concerns openly free from judgement. There are open-door policies from Form Tutors, the DSL and our Pastoral Team. We also have an Anti-bullying team, a Mental Health Team and a Pupil Voice team. These are made up of student prefects and our overseen by members of staff.

Programme of Study 2021-22: PSHE RSHE

Delivered in Form time, RE, Science

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Positive Relationships / Friendship / Respect / Community	Nutrition / Fitness & The human body — Self-image / Healthy Relationships	Cancer prevention / Healthy choices / Risks & Decision making / Disease & prevention / Responding to suffering	Establishing routines / Building resilience / Dealing with negative opinions / Dealing with change / Body image / Confidence Self esteem / Impact of the media & Social Media	Family Relationships / Divorce / Parenthood / Contraception / Same-sex relationships / Prejudice and gender roles — Establishing routines / Building resilience / Dealing with negative opinions / Dealing with change / Body image / Confidence Self esteem / Impact of the media & Social Media
	Settling in/Transition / Antibullying	Establishing routines / Building resilience / Dealing with negative opinions / Dealing with change	Establishing routines / Building resilience / Dealing with negative opinions / Dealing with change		
Autumn 2	Building self confidence / Body image / Equality & Respect	Personal Hygiene / Sleep hygiene / Oral Hygiene / Healthy Lifestyle / Healthy Choices	Safe use of Antibiotics / Healthy Choices / Personal Hygiene / Oral Hygiene / Immunisations / Healthy Lifestyle	Personal Hygiene / Healthy Lifestyle / Balanced lifestyle / Influence	Healthy Lifestyle / Balanced life style / Personal choices
Spring 1	Personal Hygiene / Oral Hygiene / Immunisations / Healthy Lifestyle	Alcohol& Drugs / Antibiotics / Smoking & Tobacco / Physical activity — Prejudice and discrimination / Racism Gender / Culture & religion — Building self confidence / Body image / Decision making / Influence / Equality & Respect	Building self confidence / Body image / Decision making / Influence / Equality & Respect	Hormones and dealing with emotions — Sexuality / Pornography / Expectations / Abuse	Abortion / Euthanasia — Sexuality / Pornography / Expectations / Abuse
Spring 2	What is Mental Health / What can impact mental health / Ways to boost Mental Health — Steven Lawrence		What is Mental Health / What can impact mental health / Ways to boost Mental Health — Steven Lawrence / Online Gambling	What can impact mental health / Ways to boost Mental Health / Substance misuse / Accessing support — Steven Lawrence	
Summer 1	Safe relationships & Healthy Relationships / Reproduction / Contraception / Sexual Health	Relationships / Sexual Harassment / Social Media Relationships	Different types of relationships / Law surrounding Sex / Abuse	Financial decision making / Debt / Impact of advertisement on financial choices / Gambling	Financial decision making / Debt / Impact of advertisement on financial choices / Gambling / managing finances
Summer 2	Saving, budgeting financial choices / Online safety — Decision making / Equality & Respect / Crime	Decision making / Equality & Respect / Crime & Law / FGM	Decision making / Equality & Respect / Crime	Decision making / Equality & Respect / Crime	

Theme: Healthy Relationships Theme: Health & Wellbeing Theme: Self-concept Theme: Real World

2. In August 2016, the UK Council for Child Internet Safety (UKCCIS) published non-statutory guidance on managing incidents of sexual image sharing by under-18s. The UKCCIS guidance is non statutory, but should be read alongside Keeping Children Safe in Education (2021) and it should be followed.

3. Sexual Image Sharing https://www.gov.uk/government/news/law-around-non-consensual-taking-making-and-sharing-of-sexual-images-to-be-reviewed

4. Keeping Children Safe in Education (2021) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

5. Sexual violence and sexual harassment between children in schools and colleges (2021)

    https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

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- http://www.stopbullying.gov/what-is bullying/definition/index.html#types Holding Together: equalities, difference and cohesion, a resource for school improvement planning, published for Derbyshire Education Authority by Trentham Books, summer 2009

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