



Child-on-Child Abuse Policy

(Including sexual violence and sexual harassment between children)

There is no place for bullying or child-on-child abuse at Kimbolton School

The Governors, Senior Leadership Team, and all staff (which term shall apply to all volunteer staff members) at Kimbolton School are committed to the prevention, early identification, and appropriate management of child-on-child abuse. All who work with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

This is the School's overarching policy for any issue that could constitute child-on-child abuse. It relates to, and should be read alongside, the School's Safeguarding & Child Protection Policy and any other relevant policies including, but not limited to, bullying (including cyber-bullying), youth-involved sexual imagery, online safety, IT use, data protection and retention of records, children missing in education, student behaviour and discipline. This policy is compliant with the statutory guidance on child-on-child abuse as set out in *Keeping Children Safe in Education (September 2023)*.

1. Context and Definition

Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. 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 should recognise that children can abuse their peers and should be aware of safeguarding issues from child-on-child abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.
- emotional and financial abuse
- coercive control

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

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
- Involved in crime

For further clarity on what is meant by this terminology, “from normal and developmentally expected to inappropriate, problematic, abusive and violent,” Designated Safeguarding Leads (or Deputy DSLs) can refer to Hackett’s useful *‘Continuum of children and young people’s sexual behaviours’*.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy DSLs, must make their own judgements about each specific case and should use this policy guidance to help.

2. Responsibility

Keeping Children Safe in Education (KCSIE) 2023 states that:

All staff should be aware of systems within their school which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- Safeguarding and Child Protection Policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)

KCSIE 2023 also emphasises that the voice of the child must be heard:

‘Governing bodies, proprietors and school or college leaders should ensure the child’s wishes and feelings are taken into account 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 and Child Protection Policy. The sensitive nature and specific issues involved with child-on-child necessitate separate policy guidance.

Kimbolton School promotes an “always tell” ethos amongst its pupils, parents and staff. All incidents are investigated thoroughly, and every effort is made to protect any pupil connected to the allegation from becoming a victim of child-on-child abuse themselves. Our zero-tolerance approach does not mean ‘one strike and you’re out’ but it does mean that any demonstrated incidents of harassment or bullying will be regarded seriously. 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.

3. Purpose of Policy

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

Kimbolton School have the following policies in place that should be read in conjunction with this policy:

- 3.1 Anti-Bullying including
- 3.2 Anti-Cyber Bullying Policy
- 3.3 Safeguarding and Child Protection Policy
- 3.4 Whistleblowing Policy
- 3.5 Behaviour and Discipline Policy
- 3.6 Health & Safety Policy
- 3.7 Online Safety Policy

4. 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, 2018, highlighting that every assessment of a child, 'must be informed by the views of the child'. (Working Together, 2018:21) This is echoed by Keeping Children Safe in Education 2023 through ensuring procedures are in place in schools and settings to hear the voice of the child.

5. 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 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'. 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 should be subject to the same child protection procedures.
- Children can abuse other children. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), 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 considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and need protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

6. 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.

6.1 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.

6.2 Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead or a member of the DSP Team if she/he is unavailable.

The DSL will follow the DfE Guidance Keeping Children Safe in Education in schools and colleges with consideration of

- Managing internally, page 119
- Early Help, page 119
- Referrals to local authority children's social care, page 120
- Reporting to the Police, Page 121

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"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

- Upskirting: where someone takes a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

6.3 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, gender, sexual orientation, and excluding someone from a group on purpose.

6.4 Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms 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

6.5 Sexting / Sharing nude or indecent imagery

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.

Upskirting: typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

This must always be referred immediately to the Designated Safeguarding Lead or a member of the DSP Team if she/he is unavailable.

6.6 Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of 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.

6.7 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 – for example 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.

6.8 Teenage relationship abuse

Teenage relationship abuse is 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 teen 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. This abuse may be child sexual exploitation.

7. Expected staff action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions.

8. Recognising peer abuse

An assessment of an incident between peers should be completed and consider:

- a. Chronological and developmental ages of everyone involved
- b. Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- c. All alleged physical and verbal aspects of the behaviour and incident
- d. Whether the behaviour involved inappropriate sexual knowledge or motivation
- e. What was the degree of physical aggression, intimidation, threatening behaviour or bribery?
- f. The effect on the victim
- g. Any attempts to ensure the behaviour and incident is kept a secret
- h. The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- i. Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. 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.

8.1 Taking Action

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

8.2 Recording sexualised behaviour

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- 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.
- Record on CPOMS.

8.3 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. All to be recorded on CPOMS.

8.4 Consider the Intent

Has this been a deliberate or contrived situation for a young person to be able to harm another? We will assess the concern raised through the [Cambridgeshire and Peterborough Safeguarding Children Partnership Board Child-Sexual-Behaviour-Assessment-Tool.pdf](#) (safeguardingcambpeterborough.org.uk), which the DSP team have copies of.

8.5 Decide on your next course of action

If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the School's Safeguarding and Child Protection Policy.

If the Police intend to pursue this further, they may ask to interview the young people 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.

8.6 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.

Is the pupil 13+ and does not want to share with parents? Use the 'Gillick' test and the 'Fraser' guidelines.

- [NSPCC | Legal definition of a child](#)
- [NSPCC | Gillick competency and Fraser guidelines](#)

In all circumstances where the risk of harm to the child is evident then the School should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

9. Points to consider

9.1 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, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This however, should not be overlooked.

9.2 Where did the incident or incidents take place?

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

9.3 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 also 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?

9.4 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 have understanding of the impact of their behaviour on the other person?

9.5 Repetition

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

10. 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

10.1 For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. 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.

Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, relationship abuse etc. It may be that through the continued curriculum of Relationship and Sex Education (from 2020), PSHE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment (please see appendix at end of policy) 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.

10.2 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 and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through 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. In which 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 (please see appendix at end of policy) may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The School may also choose a punishment therefore such as external exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

10.3 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 imperative.

For all incidents of child-on-child abuse there are various supports that can be considered depending on the children. The NSPCC have launched a new dedicated, confidential helpline – Report Abuse in Education - which is available to current or past victims as well as parents, carers or professionals with concerns. The helpline number is 0800 136 663. It is free and anonymous and will be open Monday to Friday 8am – 10pm and Saturday to Sunday 9am – 6pm.

11. 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.

School culture is the key with regards to prevention and a school's Mission Statement is key to creating a safe space: *"Kimbolton School creates a caring, challenging environment in which all pupils are encouraged to fulfil their potential and are given opportunities to flourish in a wide variety of curricular and extra-curricular interests."*

We provide a close family environment where young people are educated to be tolerant, socially responsible and independent of mind, equipping them for our changing world. We are a community that challenges pupils to discover their talents, develop socially and excel”.

This is created through several methods, including leadership from the SLT team, Safeguarding and Pastoral Teams, staff training, assemblies, PSHE and the Citizenship programme, as well as regular training for all, including prefects and mentors. This will include case studies and reflective behaviour. Staff are trained to recognise that abuse is abuse and should never be passed off as ‘banter’, ‘just having a laugh’, or ‘part of growing up’. Staff are aware that ‘*it could happen here*’ and that safeguarding is everyone’s responsibility, with it being on every Department’s agenda.

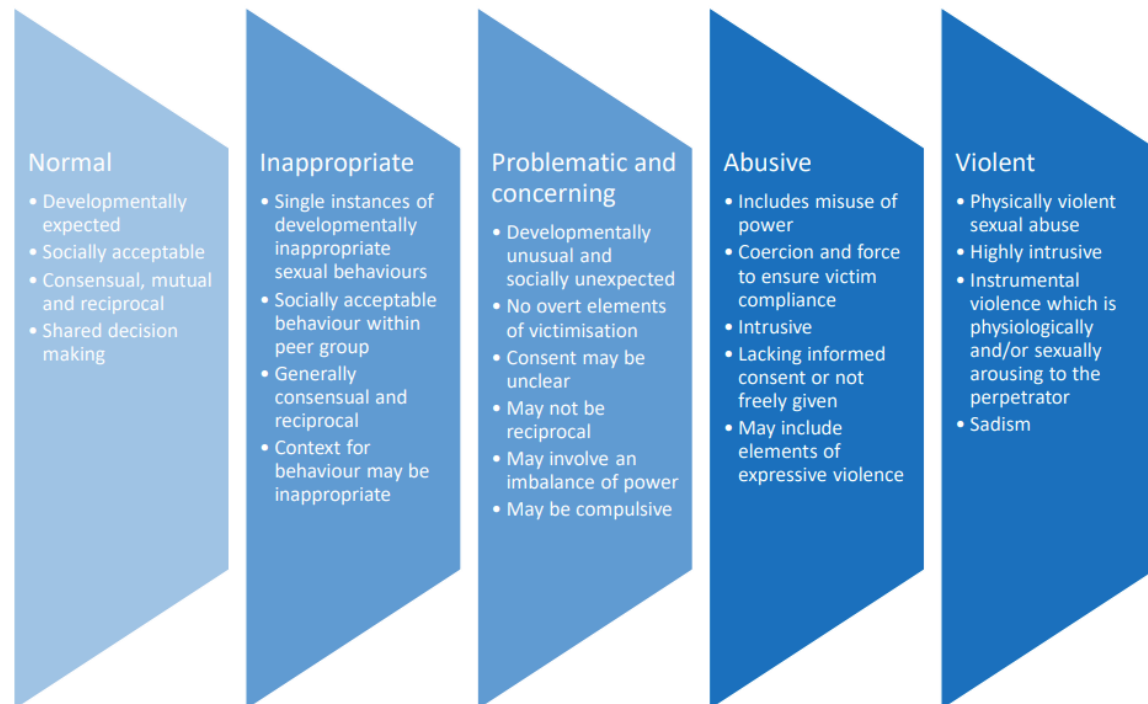
Members of the DSP team will attend CPIN (Child Protection Information Network) meetings and courses to make sure they are up-to-date and aware of the support that can be offered, feeding back to colleagues on their return to school.

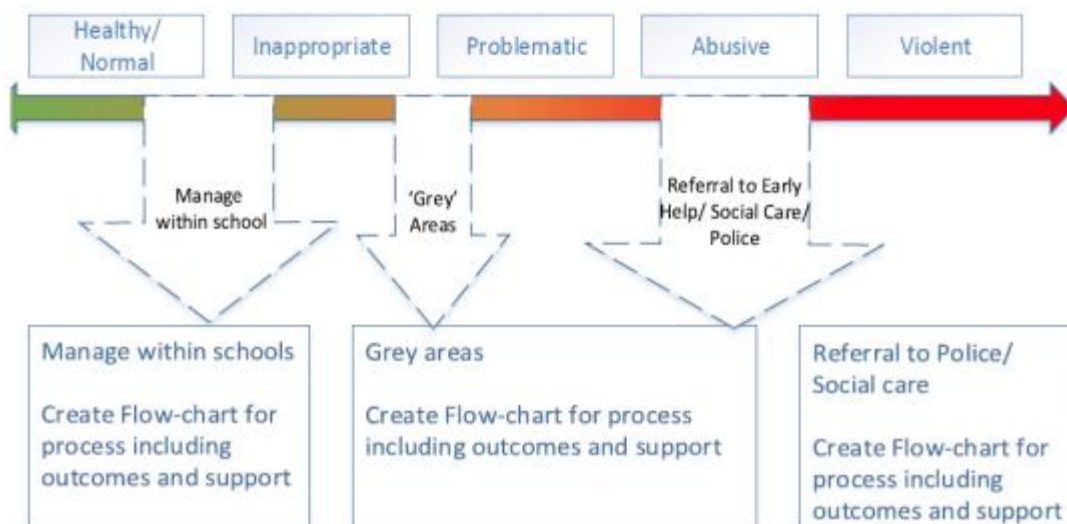
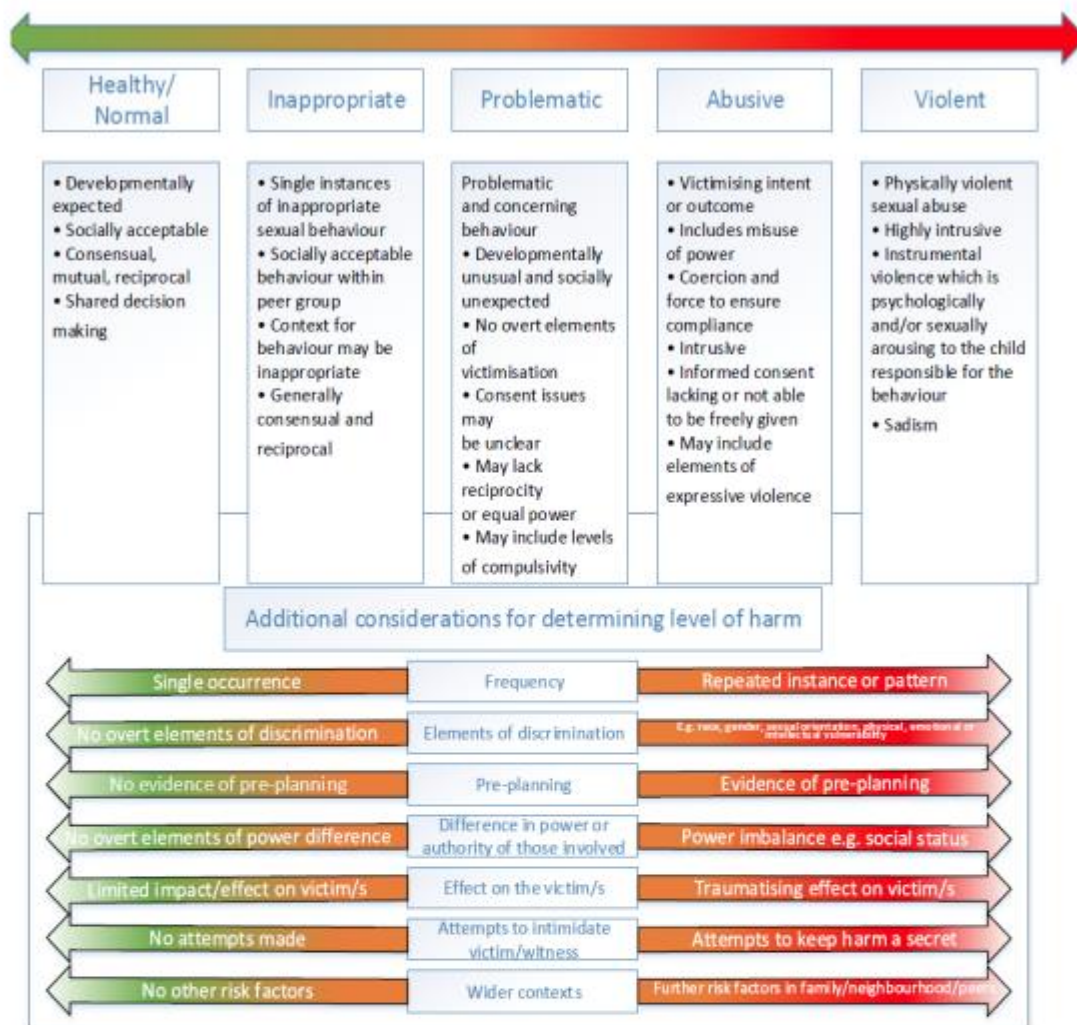
Pupils must feel that there is a safe space for them to make referrals or disclosures. Referrals can be made through Tutor, Teacher or members of the wider Safeguarding and Pastoral Teams. A range of support staff, including the nursing and counselling teams, are also available. The School regularly tackles the subject of child-on-child abuse in assemblies and PSHE lessons, as well as inviting external speakers to address year groups on this issue.

It is important that appropriate personal safety lessons are taught to ensure that pupils know:

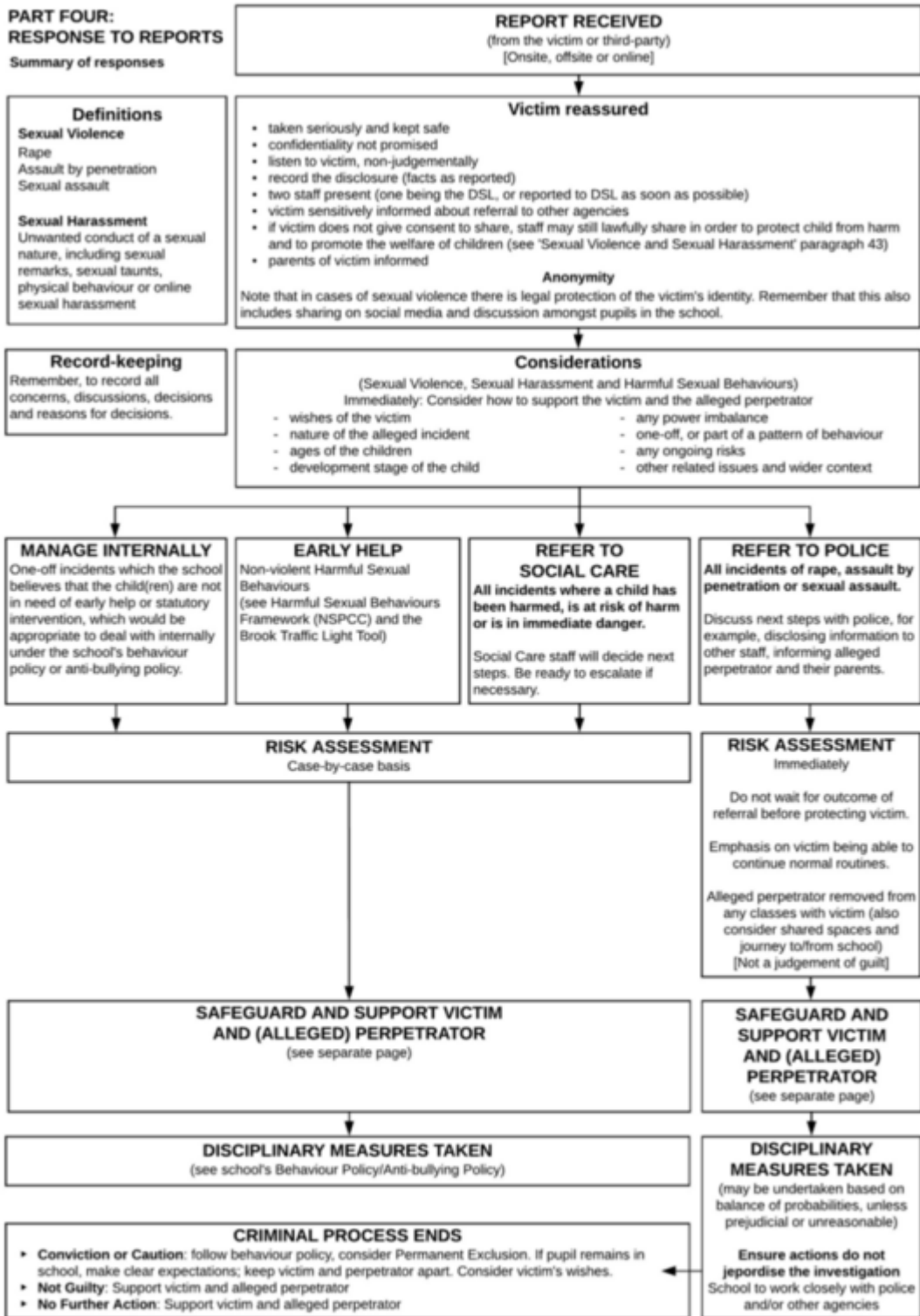
- how to: determine whether children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe and how to seek help or advice.
- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- that some types of behaviours within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the impact of viewing harmful content.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including jail.
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

N.B. This is not a complete list of required content but are those aspects of Relationships and Sex Education (RSE) most pertinent to this document.





**PART FOUR:
RESPONSE TO REPORTS**
Summary of responses



Source: Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

SVSH Flow Chart for Schools 2017 v.1.0

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12. Depending on the risk identified, advice should be sought from one or more of the following agencies:

Cambridgeshire Sexual Behaviour Service Tel: 01223 703591 Email: Trudy.potter@cambridgeshire.gov.uk
Children's Social Care Referrals Tel: 0345 045 5203
Out of hours tel: 01733 234724 Email: ReferralCentre.Children@cambridgeshire.gov.uk
Early Help Hub Tel: 01480 376 666 Email: early.help@cambridgeshire.gov.uk
Multi Agency Safeguarding Hub (MASH) Tel: 01480 847743
Police Child Abuse Investigation Unit – www.gov.uk/report-child-abuse
UK Safer Internet Centre Tel: 0344 3814772 Email: helpline@saferinternet.org.uk

Northamptonshire: 0300 126 1000 or 01604 626938 (if outside normal office hours)

Bedfordshire: 0300 300 8585

Buckinghamshire: 0845 4600001

Leicestershire: 0116 305 5500

Other useful points of reference:

- Cambridgeshire and Peterborough Safeguarding Partnership Board – <http://www.safeguardingcambspeterborough.org.uk>
- Child Exploitation and Online Protection Centre - <http://www.ceop.gov.uk>
- Childnet International – Internet Safety Website – <https://www.childnet.com>
- Internet Watch Foundation - www.iwf.org.uk
- Kidscape – www.kidscape.org.uk
- NSPCC – www.nspcc.org.uk - also for children and young people www.childline.org.uk and www.worriedneed2talk.org.uk
- UKCCIS Sexting Advice- www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- Stop it Now! – Child Sexual Abuse - www.stopitnow.org.uk
- Think U Know – Internet, mobile phone and technology safety for children – www.thinkuknow.co.uk
- Young Minds - <http://www.youngminds.org.uk>
- Youthoria – website for young people (11-19) in Cambridgeshire - <http://www.youthoria.co.uk>
- DfE: Statutory guidance: Working together to safeguard children, 2018
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf
- DfE: Searching, screening and confiscation at school, January 2018
- DfE: Preventing and Tackling Bullying, July 2017
- DfE: Teaching Online Safety in Schools, June 2019
- DfE: Relationship Education and Relationship and Sex Education, July 2020
- UKCIS: Sexting guidance for schools, 2016 (An updated copy of this guidance is due autumn term 2020)
- UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017
- UKCIS: Education for a connected world, June 2020
- NPCC- [When to call the police](#)

This policy applies in respect of all dealings between members of the School (not just on site or during school hours) which, in the opinion of the School, impact or may impact upon their conduct at school or upon the reputation of the School.

Kimbolton School recognises the national and increasing concern about this issue and wish to implement this policy in order to mitigate harmful attitudes and child-on-child abuse in the school setting. We encourage parents to communicate openly 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 to ensure that appropriate and prompt action is taken in response.

This policy sets out our strategy for improving prevention and identifying, and appropriately managing, child-on-child abuse. It is 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.

Reviewed: September 2023
Headmaster

Useful Reference Documents

- ***Guidance for Professionals Working with Sexually Active Young People Under the Age of 18*** which is Chapter 2.45 of the LSCB Procedures Manual which can be found at <http://www.safeguardingcambspeterborough.org.uk/children-board/professionals/procedures/sexuallyactiveyp>
- ***Harmful Sexual Behaviour Resources*** from University of Bedfordshire <https://www.contextualsafeguarding.org.uk>
- ***Relationships Education, Relationships and Sex Education (RSE) and Health Education*** - Statutory from September 2020 with schools encouraged to begin implementing from September 2019 [DfE master short document template \(education.gov.uk\)](#)
- ***Section 5 of Keeping Children Safe in Education 2023*** [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- ***Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, July 2018*** [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)

ANNEX A

Risk Assessment

| | | |
|--|--|--|
| Basic information | | |
| Referrer Name and role | | |
| Referrer Contact details (email address and phone number) | | |
| Name of school(s) for victim(s) | | |
| Name of school(s) for child/ren alleged to have caused harm | | |
| Did incident occur on school premises? If not where did the incident occur? | | |

| CONSIDERATIONS | RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF) | RISK LEVEL (HIGH, MEDIUM OR LOW) | ACTIONS TO REDUCE RISK | REVISED RISK LEVEL (HIGH, MEDIUM OR LOW) |
|--|---|----------------------------------|------------------------|--|
| What is the incident? Who was involved? Where did it happen? | | | | |
| Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc. As such has this been referred to the Police? | | | | |
| Is it necessary to limit contact between the children involved? Refer to KCSiE and DfE guidance on sexual harassment and sexual violence in schools and colleges. | | | | |
| Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others? | | | | |
| Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)? | | | | |
| Do they share classes? | | | | |
| Do they share break times? Do they share peer/friendship groups? | | | | |
| Are they likely to come into contact with each other (or | | | | |

| | | | | |
|--|--|--|--|--|
| anyone else involved in/with knowledge of the incident) outside of school? | | | | |
| How can such contact be limited? | | | | |
| Is there a risk of harm from social media and gossip? | | | | |

Further action taken by the school or college: Please complete for each child involved.

| Action | Yes/ No | Date |
|---------------------------------------|----------------|-------------|
| Police informed | | |
| Referral to LA Children Services | | |
| Referral to external support services | | |
| Referral to internal support services | | |
| Referral to CAMHS | | |
| Referral to early help | | |
| Other | | |