



CHILD ON CHILD ABUSE POLICY
DATE :-OCT 2021
REVIEWED OCT 2025 NEXT REVIEW OCT 2026

At Bentilee Nursery School, we work in line with Keeping Children Safe in Education 2024, which states that 'Governing bodies should ensure their child protection policy includes procedures to minimise the risk of child on child abuse and sets out how allegations of child on child abuse will be investigated and dealt with'.

The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, our setting will ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems will be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'

At Bentilee Nursery 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 several 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.

At Bentilee Nursery School we have the following policies in place that should be read in conjunction with this policy:
Safeguarding Policy

Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together to safeguard children 2023, highlighting that "anyone working with children should see and speak to the child, listen to what they say, observe their behaviour, take their views seriously, and work with them and their families and the people who know them well when deciding how to support their needs." This is clearly echoed by Keeping Children Safe in Education, 2024 through ensuring procedures are in place in schools and settings to hear the voice of the child.

Introduction to abuse and harmful behaviour

Abusive behaviour can happen to children in 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'.

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

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, 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 punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with 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 well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Prejudiced Behaviour

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

Expected action taken from all staff

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

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

Gather the Facts

Speak to all staff who were present and children dependant on age and understanding, using consistent language and open questions. The easiest way to do this is not to have a

line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

- Track evidence through observations, incident reports, ABC charts and CCTV.
- Consider the Intent (begin to Risk Assess)
- Has this been a deliberate or contrived situation for a young person to be able to harm another?
- Can you define a trigger?
- Are staff consistent with behaviour management?
- Are all new staff to the room informed of the circumstances and required amount of supervision?
- Are the parents working together with the setting on using the same strategies? And are the parents consistent at home?
- Decide on your next course of action
If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

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

Informing parents

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

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

Points to consider:

What is the age of the children involved?

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

Where did the incident or incidents take place?

Was the incident in an open, visible place to others?
If so was it observed?
If not, is more supervision required within this area?
What was the explanation by all children involved of what occurred?
Can each of the young people give the same explanation of the incident and 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?
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?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

Repetition

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

Next Steps

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

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. Particular support from identified services may be necessary through a CAF/strengthening family/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 young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying.

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

After care

It is important that following the incident the young people involved continue to feel supported and receive help 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.

Preventative Strategies for Settings

It is important to develop appropriate strategies in order to prevent the issue of child on child abuse rather than manage the issues in a reactive way.

It is necessary that staff consider each issue and everyone in their own right before taking action.

Agencies to involve if necessary:-

SEND

Health visitor

The GP

Additional support and Guidance

- [Keeping Children Safe in Education 2024](#)
- [Working Together to Safeguard Children 2023](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Review of sexual abuse in schools and colleges](#)
- [Staffscb-Responding to Sexting Guidance](#)
- [Relationships and sex education \(RSE\) and health education](#)
- [Mental health and behaviour in schools 2018](#)
- [Exclusion from maintained schools, academies, and pupil referral units](#)
- [Children missing education](#)
- [CEOP-Safety centre](#)
- [Disrespect NoBody](#)
- [Behaviour and discipline in schools](#)
- [UKCIS Guidance: Sharing Nudes and Semi-Nudes](#)
- [Searching, screening and confiscation](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Preventing sexual bullying](#)

- [Preventing bullying](#)
- [Harmful online challenges and online hoaxes](#)
- [London Grid for Learning 'Undressed' guidance](#)
- [Cyberbullying advice](#)
- [Equality & Human Rights Commission](#)
- The NSPCC email help@nspcc.org.uk
- Specialist Sexual Violence [Rape Crisis](#)
- The UK safer internet centre email at helpline@saferinternet.org.uk
- [Internet Watch Foundation](#)
- [UK Council for Child Internet Safety \(UKCCIS\)](#)
- [Think u know](#)



Risk Assessment/Safety planning guidance

If other professionals are involved then they should contribute to this as it should be a multi-agency document.

Remember that this is your safety plan/risk assessment, however children and parents should be aware and have a good understanding as to why it is in place to protect and support ALL parties involved. Unfortunately, we cannot take away ALL risk, but we are here to use strategies to minimise risk and safeguard all involved. Relevant information sharing with appropriate staff is key to supporting this robust process

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?		
Date for risk assessment/safety plan review		

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)
<ul style="list-style-type: none"> • What is the incident? • Who was involved? • Where did it happen 				
<ul style="list-style-type: none"> • Is it necessary to limit contact between the children involved? <p>Refer to KCSiE and DFE guidance</p>				

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

Action	YES/NO	Date
Referral to ChAD		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to Early Help		
Other		

Action	YES/NO	Date
Referral to ChAD		
Referral to external support services (specify)		
Referral to internal support services (specify)		
Referral to CAMHS		
Referral to Early Help		
Other		