



Child-on-Child Abuse Policy

Date of last review:	September 2026	Date of next review:	September 2027
Author:	C Dysart	Owner:	
Type of policy:	Child on Child Abuse Policy	Approval:	Governance Committee

St John's Catholic Primary School, our Child-on-Child Abuse Policy reflects our strong belief that all children have entitlement to a broad and balanced education and experiences in a caring and safe environment, which reflects the values and beliefs of our school.

Our four key tenets are:

We live our lives to the full;
We love each other;
We always do our best; We
walk with Jesus.

Whilst it is recommended that Child-on-Child Abuse is associated with safeguarding, due to the sensitive nature and specific issues involved with child-on-child abuse this separate policy guidance has been completed in addition and should be read in conjunction with our Behaviour, Anti-Bullying policy, Safeguarding & Child Protection policy and Keeping Children Safe in Education (2025).

St John's Catholic Primary School recognises that children are capable of abusing their peers. This referred to as child-on-child abuse and can take many forms. Abuse is abuse and it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All victims will be taken seriously and offered appropriate support.

St John's Catholic Primary School recognises that child on child abuse can take many forms, including but not limited to:

- bullying, including cyberbullying
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- 'up skirting', which typically involves taking a picture under a person's clothing without them knowing
- nude or semi-nude image sharing (also known as 'sexting')
- initiation/hazing type violence and rituals (humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate)

Staff and leadership recognise that that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved, however, all child-on-child abuse is unacceptable and all reports will be taken seriously.

St John's Catholic Primary School will not tolerate, dismiss or minimise any harmful behaviours in school and will take swift action to intervene when this occurs. All allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour.

The school will take steps to ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and minimise the risk of all forms of child-on-child abuse. We will also ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Children's Services, Kent Police, ChildLine etc.).

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; or
- There is inappropriate touching/actions or use of explicit words and phrases

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.

Prevention

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

- Providing developmentally appropriate PSHE/RE lessons which develop pupils understanding of acceptable behaviour and keeping themselves safe including assemblies and workshops delivered by NSPCC and the 'Pants Rule'
- Having robust safety lessons which develops pupil 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 places 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
- Keeping up to date with the latest Keeping Children Safe in Education document

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against pupils by other young people in the school, are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, 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 pupil
- Indicates that young people outside the school may be affected by this pupil

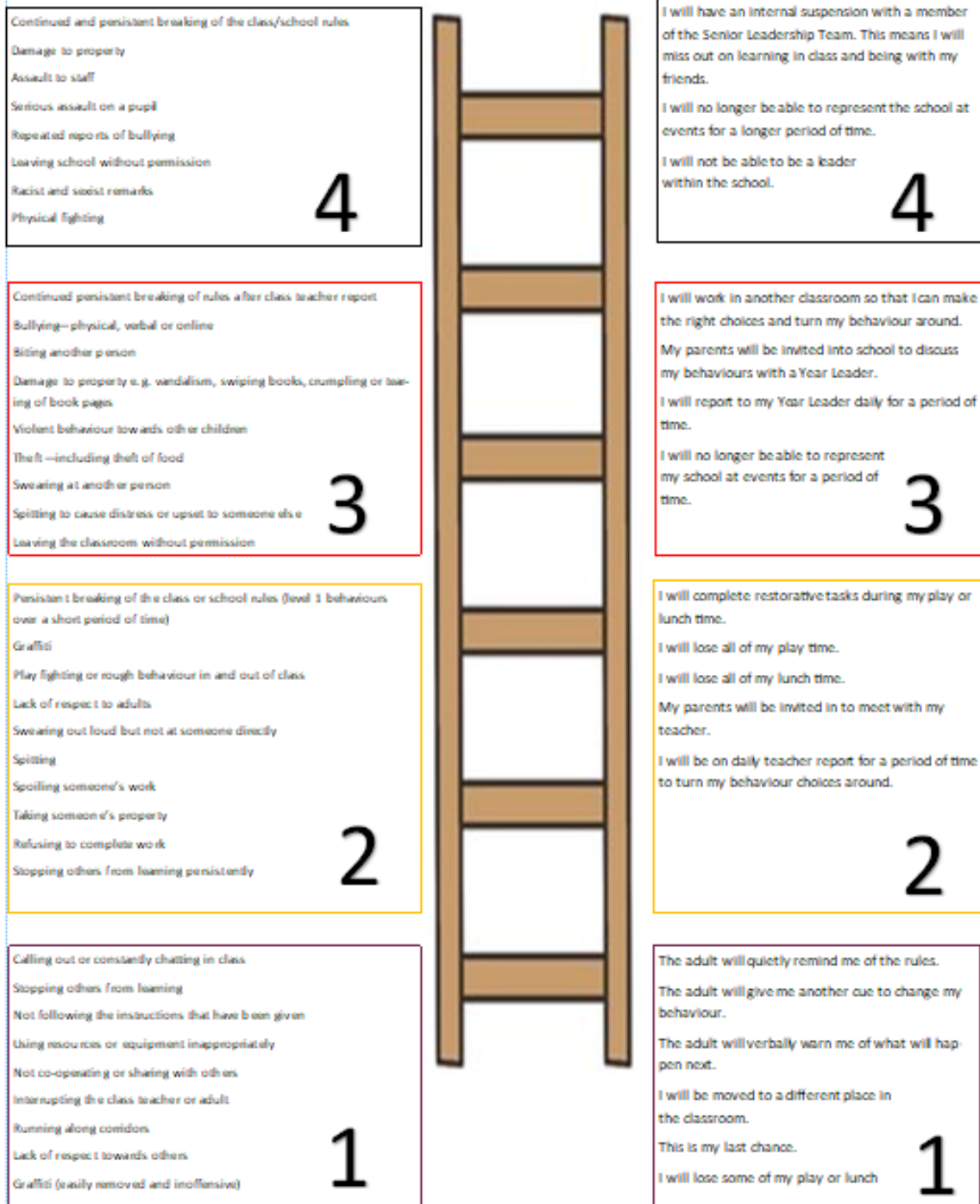
Procedures for dealing with allegations of child-on-child abuse

When an allegation is made by a pupil against another pupil, 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. The DSL will follow the school's safeguarding policy. All members of staff will regularly monitor pupils' behaviour and any changes in behaviour, appearance, use of/change in language which is inappropriate and their well-being. Records will be kept and monitored by the class teacher and regularly discussed with the Designated Safeguarding Lead and Headteacher.

Child Friendly Behaviour Ladder

Behaviour Consequences

Following investigations, extreme breaches of the behaviour policy could result in a fixed term suspension or a permanent exclusion.



Behaviour Levels

Level 1 Class teacher	Level 2 Class teacher & Tag Year Leader on CPOMs	Level 3 Year Leader & Tag Phase Leader on CPOMs	Level 4 SLT
<u>Behaviour Examples</u> - Constant chatting or calling out - Stopping other children from learning - Unfinished/unacceptable work due to timewasting - Displaying uncooperative behaviours (not following instructions that have been given) - Using resources inappropriately or making the wrong choice (Misuse of school equipment) - Not sharing/cooperating with a peer or adult - Interrupting class teacher or other adult - Running along corridors - Minor playground issues (friendship falling out) - Lack of respect e.g. eye rolling, tutting - Inappropriate behaviour at lunchtime (responding rudely towards a staff member or child)	<u>Behaviour Examples</u> Repeated level 1 behaviours after prior warnings/consequence (persistent breaking of the class rules/deliberately breaking school rules) - Graffiti (e.g. writing on books, doodling on book covers/desks) - Play fighting/rough playground behaviour - Lack of respect to adults- e.g. blatant refusal to do what is being asked or to follow a rule - Bad language (swearing – out loud but not at; context is key) - Spitting - Spoiling other people's work - Taking other people's property without asking e.g. rubber, ruler, pencil - Frequently avoiding 'in-seat' work - Persistently refusing to work - Repeated antagonistic behaviour - Deliberately stopping other children learning - Misuse of toilet areas/cloakrooms - Frequent inappropriate behaviour at lunch time	<u>Behaviour Examples</u> - Repeated Level 2 behaviours - Bullying – physical, verbal, online (Persistently and deliberately hurting another child (body or feelings)) - Biting (consider age appropriateness/SEN) - Small scale destruction of property including vandalism, swiping books, crumpling book pages - Violent behaviour towards other children - Theft – including theft of food e.g. clothing, book - Vandalism (e.g. walls, chairs) - Leaving the classroom without permission - Swearing (at) - Spitting to cause distress, upset or harm (e.g. into someone's food on purpose)	<u>Behaviour Examples</u> <u>Extreme behaviours</u> <u>One offs or regular</u> - Repeated level 3 behaviours - Racist/sexist remarks - Continuous/repetitive reports of bullying - Physical fighting with intent to harm - Large Scale Destructive behaviours – destroying school resources or other children's work (ripping down of wall displays, tipping over of tables, throwing chairs, smashing windows) - Extremely violent behaviour resulting in injury - Inappropriate and dangerous items in school (knives, vapes) - Leaving school without permission including via fencing or windows - Physical aggression towards member of staff
<u>Consequences</u> - Reminder of the rules - Visual and verbal cue - Verbal Warning by the adult. A clear concise message – If you carry on doing X then Y will happen. Allow processing/uptake time - Relocation within the classroom area e.g. working alone/sitting alone where they will have a clear explanation of the behaviour required of them to return to their original seat. - Last Chance - Consequence – 5 min loss of playtime or 10 minutes loss of lunch time (Class teacher to issue the consequence and if needs be the child can walk around with the teacher) - Restorative conversation with the adult and successful completion of consequence will be acknowledged with the child	<u>Consequences</u> - Restorative Meeting during break/lunch. (cleaning of graffiti, writing a letter of apology) - Consequence: Loss of play time (full) and/or loss of lunch time (25min) Utilise staff within the year group - Teacher and/or Year Leader will meet with your parent - Being able to represent the school at events will also be considered depending on the severity of the incident Investigation and context required BEFORE consequence and next steps considered Parent will be informed Record of meetings to be completed Arbor/CPOMs	<u>Consequences</u> - Investigation of the incident: Each child involved in the incident needs to be spoken with and their statement recorded - Sanction/Consequence* issued to all children involved - Parent(s) invited in (formal meeting) to discuss behaviours and consequences issued as a result Consequences may include: - Lunch 'internal' suspension for a period of time, restorative conversation and opportunities to change behaviours - Alternative work space in another class of the year group for a period of time up and no longer than one hour ideally with Year Leader. - Year Leader daily report for a period of time – this could be 2-4 weeks. If the Year Leader is absent or does not work on specific days, a member of the year team will be nominated in their absence. - No longer able to represent the school at events depending on the severity of the incident <i>*Depending on the severity/repetition of the behaviour and taking into account any mitigating factors.</i> Parents will be informed of the outcomes of the incident and/or investigation and consequences for the behaviour. Record of meetings to be completed Arbor/CPOMs	<u>Consequences</u> - Investigation of the incident: Each child involved in the incident needs to be spoken with and their statement recorded - Sanction/Consequence* issued to all children involved - Parent(s) invited in (formal meeting) to discuss behaviours and consequences issued as a result Consequences may include: - Internal suspension for a longer period of time with a senior leader - No longer able to represent the school at events Parents will be informed Investigation and context required BEFORE consequence and next steps considered Record of meetings to be completed Arbor/CPOMs
	<i>Examples of consequences:</i> Walking with an adult at play/lunch time Restorative conversation Restorative sheet completed Cleaning of graffiti Letter of apology (age and ability dependent) Apology card	<i>Examples of consequences:</i> Walking with an adult at play/lunch time Restorative conversation Restorative sheet completed Cleaning of graffiti Letter of apology (age and ability dependent) Apology card	<i>Examples of consequences:</i> Internal suspension Loss of play or lunch times for a period of time Letter of apology Restorative conversations with all parties Behaviour contract – parent, child, SLT staff member Behaviour support plan – parent, SLT staff member