Baslow St-Anne's
C of E Primary

Child on Child Abuse Policy

Growing healthy minds and hearts together

"Life in all its fullness"

Person/Committee responsible for reviewing/updating this plan	Delegated to PHSS

Date of Review	Minute Number	For Next Review	Comments
March 2021 V3		March 2022	
September 2022 V4	04/phss/09/22	Sept. 2023	Changes in red
September 2023 V5	**(05/phss/09/23)**	Sept. 2024	No changes
September 2024 V6	04/phss/09/24	Sept. 2025	Updated dates on policies KCSIE 2024 Working Together to Safeguard Children 2023
June 2025	04/PHSS/0625	Sept.2026	Amended Key Role Gov. + KCSIE 2025
September	05/PHSS/0926	Sept. 2027	Updated to KCSIE 2026

2026			

Document name	Model Policy HSB Peer on Peer Abuse Non-Statutory
Document owner	Derbyshire Education Sub Committee
Authors	Derbyshire Safeguarding Education Sub-committee Contributions YOS- Youth Offending Team/AIM
Date approved	March 2021 V3
Review date	March 2022 V4

Introduction

Principles and Values

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life, nurturing and embedding our key values of: respect, kindness and trust.

As part of Baslow St. Anne's C of E Primary School's commitment to inclusivity, we seek to operate in a manner that enables children with both short and long-term medical conditions to achieve regular attendance at school. This wish is balanced with the welfare of the affected child and the welfare of the other children attending the school.

Baslow St. Anne's C of E Primary is committed to a whole school approach to identifying, tackling & responding to peer on peer abuse, sexual harm/violence and

harassment.

This policy supports the guidance issued to Derbyshire schools, that helps understand, identify and provides tools to respond to problematic/harmful sexual behaviours in schools.

A child/pupil as described in the policy is a child and young person up until 18 years.

The Context

This policy should be read in conjunction with:

- Keeping Children Safe in Education. Statutory Guidance for schools and colleges All staff in a school should be familiar with the relevant sections that deal with Child on Child Sexual Violence and Harassment.

- Sexual Violence and Sexual Harassment between Children in Schools and Colleges. DfE, latest guidance for HeadTeacher, Principals, Senior Leadership teams and designated safeguarding leads.

- The non-statutory UKCCIS guidance: 'Sexting in schools and colleges: responding to incidents and safeguarding young people' and KSCB guidance: "Responding to youth produced sexual imagery"

- The non-statutory guidance: Sharing nudes and semi- nudes Advice for Education Settings, Working with Young People

- Teaching Online Safety in Schools, DfE 2019

- The Voyeurism Act, 2019 (Section Up skirting)

In conjunction with school policies:

- KCSIE 2026
- Working Together to Safeguard Children 2023
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Behaviour Policy
- PSHE Policy
- Anti-Bullying Policy

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of peer on peer abuse in our

school and beyond.

In cases where peer on peer abuse is identified we will use the local safeguarding procedures as set out by the Derby and Derbyshire Safeguarding children partnership.

Some of these behaviours we will refer to other policies in school:

- The Safeguarding and Child Protection Policy;
- The Behaviour Policy;
- The Anti- Bullying policy;
- The Online Safety Policy;
- Responding to an online incident in school;
- The Acceptable Use of the Internet and Electronic Communication Policy.

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

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

Vulnerable Groups

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

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

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

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

Bullying and Online bullying and behaviour

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

This school has other policies (see page 3) which relate to identifying, responding to and reporting this type of behaviour by pupils. We will take a robust approach and educate all our staff to help prevent and tackle this.

Responding to Racism

We acknowledge that Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Racist bullying is not just about the colour, it can be about your ethnic background or religion too.

We recognize that racism is illegal. We will, therefore, notify the police if we believe an offence may have been committed.

We will provide education in school about racism and its impact on children and their families and this will be taught as part of our Safeguarding curriculum. We will use a whole school approach of tackling and eradicating this type of behaviour.

Hate crime

Hate crimes happen because of race, gender identity, religion, sexual orientation and disability.

Hate crimes can include:

- physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson
- threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures and remarks, bullying and threats

Hate crime can happen anywhere - at home, school, work or on the street. It can be frightening for the victim and witnesses. Hate crime can happen in school. It is an offence and
we will notify the police if we believe an offence may have been committed.

Sexual Harm, Violence and/or Sexual Harassment

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be a group of children sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour can take place in a school or any setting where pupils are together.

The impact of this behaviour on children can be very distressing having an impact on academic achievement and their emotional health & wellbeing.

All behaviour takes place on a spectrum. Understanding where a pupil's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

In this policy we recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB).

As a school therefore, we may use the Lucy Faithful Traffic light Tool, and Hackett's Continuum. In some cases, we will also use the AIM model 2016 (Carson). These are nationally recognised and acclaimed tools to assist in determining healthy, problematic and harmful sexual behaviours in children and young people.

We may also use an 'In-School' Health, Wellbeing and Safety Support Plan, or an 'In-School' Risk HSB Management Plan depending on the outcomes of assessing risk in each individual case.

Using tools like this will help us:

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

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

We will inform all staff that should they see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the Designated Safeguarding Lead and make a written record of the incident.

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

We will speak to the pupil/s who has been targeted to establish the impact on them of the behaviour. How the other pupil/s managed to get in a position to carry out the behaviour, how they are feeling about the other pupil now, and what support they require.

This will only be to ascertain clarification; any further investigation may have to be undertaken by the statutory agencies.

We will contact the parents/carers of those involved and share the

information.

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed e.g. ask about
- Whether they want to make a police complaint. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the pupils involved;
- The developmental stages of the pupils involved;
- Any power imbalance between the pupils concerned. For example, is the alleged abuser significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern;
- Are there ongoing risks to the victim, other pupils, siblings, adult students or school staff; or other related issues in the wider context?

Whilst the school establishes the facts of the case:

- The alleged abuser will be removed from any classes or areas they share with the victim;

- We will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other pupils we have a duty to safeguard;

- We will consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on school premises, including transport to and from the school;

- We will use the recommended In School HSB Risk Management Plan if assessed as appropriate;

- We will use a Victim Support Plan.

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

Responding to an incident/disclosure

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

Where behaviour between peers is abusive or violent, including sexual harm or sexual harassment within the school; we will use our procedures as set out by the schools child protection and safeguarding policy, and the procedures as set out by the local Childrens Safeguarding Partnership. This will mean a referral to the police and a referral to Childrens' Social Care Services.

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

We will record all instances of bullying, prejudice, violence and sexual violence and related incidents involving peers. This will include racism and racist bullying. We will inform parents/carers of this.

Our records will show what actions have been taken and any outcomes. We will produce these for an OFSTED inspection if requested and we will also demonstrate how we have tackled any of these incidents to prevent recurrence.

Reporting

Any incident of racism, race hate or incitement to hate will be reported to the police if it is believed an offence many have been committed.

Any incident of alleged or an actual incident of sexual harm, violence and/or sexual harassment will be reported to the police if it is believed an offence may have been committed. In all cases consideration is given to reporting the matter to Children Social Care Services.

There are circumstances in some cases of sexual harassment/touching which dependent upon age and understanding/age of criminal responsibility, (e.g. one-off incidents), which we may decide that the child/ren concerned are not in need of Early Help or statutory intervention.

In these situations, it would be appropriate to handle the incident internally, for example by utilising the behaviour and bullying policies, providing pastoral intervention and support.
We may also decide that some child/ren involved do not require Statutory Interventions; however, they may benefit from Early Help.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a pupil following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

Providing Early Help is more effective in promoting the welfare of child/ren than reacting later. This school acknowledges that an Early Help Assessment can be useful to address non- violent harmful sexual behaviour and may prevent escalation of sexual violence.

Sanctions

We will consider the sanctions available to use as school in reference to our Behaviour Policy and Disciplinary Policy.

We recognise disciplinary actions rarely resolve issues of peer on peer abuse and this school will consider all courses of action and intervention.

We recognise that emotions and feelings can run high, and we will endeavour to respond to concerns from any pupil, other pupils, parents and the local community.

We will ensure all necessary parties including the parents/carers are informed and kept up to date. We will listen to any concerns and will work to attempt to resolve these.

The Role of Governor

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

We know that as a school, the Chair of Governors and Link Safeguarding Governor will also need to consider that they may be approached by members of staff who are angry or anxious about pupils with sexual behaviours. In addition, we will also consider that there may be occasions where schools also feel pressures from external sources e.g. the local community and the media.

It is important that we as those governors are informed and can help with a consistent approach and policy on such matters, and we recognise governors should use any examples to help inform the schools future practice, ethos, reviewing any policy or procedure in light of this.

Multi-Agency Working

This school will work with our partners and agencies; Childrens Social Care, the Police, Youth Offending Service, Health and CAHMS.

We recognise that we will be invited to share information, being a part of local partnerships and local partnership groups to help identify risk and issues both within the school and in our local community.

Our local point of contact will be the chair of our local group and the Head of Service for our locality (Derbyshire)

Prevention and Training

Baslow St. Anne's C of E Primary is always working hard to create a culture where peer on peer abuse does not happen.

We are aiming to create an ethos of good and respectful behaviour, and this should extend to all areas of the school and in a school day, including travelling to and from school.

Through curriculum teaching, learning and events and activities will provide:

1. Drug Education
2. Experiencing Emotions
3. Being Healthy
4. Growing Up
5. Changes
6. Bullying Matters
7. Being Me
8. Difference & Diversity
9. Being Responsible
10. Being Safe
11. Relationships
12. Money Matters

(See the Derbyshire PSHE Matters updated 2026 scheme of work)

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

*Governors and staff carry out training at the annual safeguarding training

Management of the Policy

We will ensure all our staff, governors, volunteers are trained in the awareness

and response to all forms of bullying, all forms of peer on peer abuse, racism and race hate and including any local issues and concerns in the wider context (Contextual Safeguarding).

In addition, we will ensure all our staff, governors and volunteers are aware of this policy and the supporting guidance, in order that they are clear regarding their role and responsibilities.

The School Designated Safeguarding Lead will take on a lead responsibility to ensure all staff are trained in the use of the available assessment tools, including the use of Health, Wellbeing and Safety Support Plans, the 'In School' Risk Management Plan and the 'Victim/s Support Plan.
The Link Safeguarding Governor in the school will act to oversee and audit any training activity which takes place and activities in relation to this policy.

The governing body should undertake an audit activity to help assess the effectiveness of the school and its processes in tackling all forms of child on child abuse.

We will ensure that parents/carers are made aware of this policy and its availability on the school website.

Signed by:

Head Teacher

Signed by:

Chair of Governors

Date: 1/4/21
15.9.22
14.9.23
19.9.24
26.6.25
23.09.2026