

Parkfield Primary School



Child-on-Child Abuse Policy

Links to:

- [Behaviour For Learning Policy](#)
- [Safeguarding and Child Protection Policy](#)

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Feeling safe and happy at our school

At Parkfield, we want to make sure that all pupils feel looked after, safe and happy when they are in and out of school.

Sometimes we don't know if something bad is happening, so pupils need to tell us.

This policy looks at child-on-child abuse, and what you can do when pupils feel they are being abused, or when they notice someone else is being abused.

We can help you by:

- Teaching what child-on-child abuse is.
- Teaching what to do if you feel like you are being abused, or if someone else is being abused.
- Making sure pupils know the grown-ups you can speak to if you are worried.

OUR INTENTIONS IN PRODUCING THIS POLICY ARE

- To express our belief that all pupils should be included fully in the life of the school.
- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- To reduce and to eradicate, wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
- To reduce and to eradicate, wherever possible, instances in which pupils are subject to any form of child-on-child abuse.
- To respond effectively to all instances of child-on-child abuse that are reported to us.
- To establish a means of dealing with child-on-child abuse, and of providing support to pupils who have been affected.
- To provide support for pupils who may be experiencing problems of their own.



1

What is child-on-child abuse?

Abuse is something which usually physically or emotionally **hurts** another person by using behaviour that is meant to **scare, hurt** or **upset** that person.

Sometimes, it can be hard to know when abuse is happening, because **not all** abuse will hurt, scare or upset you, and you might not know it is happening. It's really **important** you know when you are being abused so we can make sure it stops.

There are lots of different types of abuse. It is important you know what these types of abuse are so you know what to do if you see them.

2

Bullying

Bullying can be different things, and isn't just hitting or kicking another person, it is someone who is persistently engaging in the following:

Emotional bullying is hurting someone's feelings, leaving them out or bossing them about.

Physical bullying is punching, kicking, spitting, hitting or pushing someone.



Verbal bullying is teasing someone, calling them names or using rude hand signs. People can also use verbal bullying to be **racist** or **homophobic**.

Racist means bullying someone because of their skin colour, race or what they believe in.

Homophobic means bullying someone because of their gender or sexuality; calling someone gay or lesbian to hurt their feelings would be homophobic.

Sexist means bullying someone because of their sex (whether they are a boy or a girl).

Cyber bullying involves sending horrid messages over the internet or by text message.

Bullying can be done through **another person**, by one person sending another person to say nasty things.



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Sexting

This is sending **inappropriate pictures, videos or messages** – they can sometimes be called ‘nude pics’, ‘rude pics’ or ‘nude selfies’, but can also be rude messages.

Pressuring someone into sending these pictures, videos and messages is **abuse**.

Even if you are not the person who is sending them, it is **illegal** to have these kind of pictures or videos of a person if they are under 18 years old.



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Sexual harassment

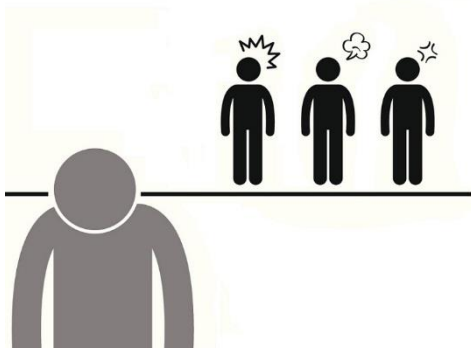
Sometimes, people can **act sexually towards others** and it might make them feel uncomfortable.

This can happen **online**, on social media, through messages and **face-to-face**.

It might make someone feel **scared, embarrassed, uncomfortable** or **upset**.

It could be:

- Someone making **sexual comments**, like telling sexual stories, saying **rude things** or saying sexual things about someone’s **appearance** or clothes.
- Calling someone **sexual names**.
- **Sexual jokes** or teasing.
- Being physical, like **touching** which makes you feel uncomfortable, messing with your clothes, or **showing pictures** or **drawings** which are of a sexual nature.
- Being sexual online, like **sharing sexual pictures, photos and videos**, or posting sexual comments on social media.
- It might also be **sexual threats** or pushing you to do something sexually that you don’t want to or aren’t ready for.





Relationships

Any relationship you have should be **good** and **happy**. A bad relationship might make someone feel **scared**, **confused**, **worried** and even **unsafe**.

It's really important that you know the **difference** between a good relationship and a bad relationship.

Good relationships

- You are **comfortable** around that person.
- You can be **honest** with that person.
- You can say how you **feel**, what you are **thinking** and you **listen** to each other.
- You **support** each other and treat each other **nicely**.
- You feel **safe**.
- You **trust** that person.
- You are **equal** – you don't boss each other around or tell each other what to do.
- You feel **looked after**.



Bad relationships

- The person might **push** you, **hit** you or **destroy** your things.
- The person might **tell you what to do**, what to wear or who you can see.
- You might feel **scared** – they might say they will hurt you if you don't do something. They might also say they will hurt you if you do something too.
- The person **calls you names**, makes you feel bad in front of other people and makes you **feel bad about yourself**.
- The person gets **angry easily** and you don't know what will make them angry – it might make you feel **nervous**.
- The person might **pressure** you to do things **you don't want to** or aren't ready for, like sex, or using drugs and alcohol.
- The person **might not take no for answer** when you say you don't want to do something.



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How do I know if you or someone else is being abused?

It might be hard for you to know if you are being abused and you **might not really understand** it is happening. It is important you can **recognise** when behaviour isn't appropriate.

It's also important that you can notice when **someone else** might be being abused.

Some signs might be:

- Not going to school.
- Having injuries, like bruises.
- Feeling sad and down.
- Feeling like they can't cope.
- Feeling withdrawn or shy.
- Getting headaches or stomach ache.
- Feeling nervous.
- Not being able to sleep, sleeping too much or getting nightmares.
- Feeling panicked.
- Using alcohol or drugs.
- Changing looks to look much older.
- Being abusive to someone else.



Remember: you can feel all of these things too. Listen to how you feel, and know that these signs can mean you are being abused.

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What do I do if you or someone else is being abused?

If you see someone else being abused, it is important that you **help** that person.

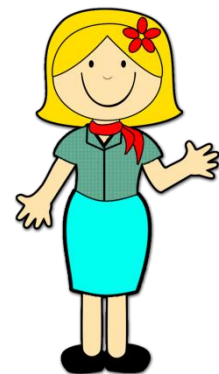
You should **never walk way** and ignore the problem if you see someone else being abused, because the person might keep upsetting them.

If you can, and it is **safe** to do so, tell the person abusing you to **stop**, but never get angry or hit them.

Tell a trusted adult, such as a teacher, as soon as you've seen someone being abused.

Trusted adults can **stop the abuse** and make that person feel happy again.

You should **never feel scared** to tell someone about abuse.



Sometimes, you might not **see someone being abused**, but you might be **worried** about them. Or, you might think they are being abused by **someone you don't know**, or someone they have **told** you about. It's really important you **tell someone** if you are worried, even if you haven't **seen** any abuse.

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What do I do if I am being abused?

The first thing you should do is **tell someone you trust**. This could be a family member, a friend or a teacher.

You can also **tell the person abusing you** to leave you alone. If telling them to leave you alone would **make you feel too scared or worried that they might hurt you**, make sure you **tell someone** so they can help.

You should **try not** to:

- **Do** what the person says.
- Let what the person says or does **upset** you.
- Get **angry** or hit them.

Always remember that if you are being abused, it is **not your fault** and you are **never alone**.

You shouldn't be scared to **talk to someone** if you are being abused. If you talk to a grown-up, we can **make the abuse stop**.



Who can I talk to?

It is important you **tell someone** as soon as you are being abused, or you notice someone else being abused.

Speaking to someone like your mum, dad, carer or teacher will mean that we can make sure the **abuse stops** and doesn't happen again.

The list below shows some of the **grown-ups** at our **school** that you can speak to:

Mr Jones (Head teacher)

Mrs Mitchell (Designated Safeguarding Lead)

Mrs Bowkett (Deputy Designated Safeguarding Lead)

Your class teacher





How can I help stop abuse from happening?

We can all help stop abuse at our school by:

- Making sure we **understand** how we should **act** towards others.
- **Helping** others when they are in need.
- Being **kind, friendly** and **respectful** to others.
- Thinking about people's **feelings** before we say or do something.
- Taking part in **school activities**, like assemblies, PSHE lessons and circle time, which talk about child-on-child abuse.
- **Talking to someone** when we are worried.



You should know that abuse is never OK and it is serious. It is not funny, or part of growing up. If you abuse someone, you will get into trouble.



Strategies for dealing with child-on-child abuse

In dealing with incidents we will use a range of strategies, selecting those appropriate to the circumstances from the following list:

- Cooperative group work throughout the school ~ To encourage children to work together, be tolerant of others' ideas, trust others and be more willing to listen.
- Circle time ~ To set time aside for pupils to take part in enjoyable games, activities and discussion in a safe environment where all opinions are valued.
- Circle of friends ~ To build relationships around a vulnerable pupil with the pupil's and parent's agreement to offer support and friendship.
- Befriending ~ To appoint a specific pupil(s) as a support / friend [appointed by a member of staff]
- School watch ~ To allow pupils to improve their environment by taking responsibility for their behaviour and actions.
- Support group ~ To involve the pupils, those involved in the incidents and bystanders to form a group to support the pupils. Responsibility for change lies with those involved in the child-on-child abuse.
- Mediation by adults ~ To establish ground rules that will enable the children to co-exist in school.

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Responding to incidents

Pupils who have been subjected to child-on-child abuse should report this to:

- Any member of staff (Teachers, Learning Support Assistants, Office or Midday Supervisors)
- Their pupil buddy
- Their class member of the school council
- Their parents
- A school friend

Pupils who see or are aware of any child-on-child abuse should report this to:

- Any of the above

Members of staff who receive reports that a pupil has been involved in any child-on-child abuse should report this to

- A member of the senior management team (Head, Deputy Head or Senior Leader)

Reports of any child-on-child abuse will be logged by:

- The class teacher or member of SLT

All reports will be taken seriously and will be followed up by the class teacher or member of the SLT.

Work with children who have been affected could involve some or all of the following:

- They will be reassured that they do not deserve to be abused and this is not their fault.
- We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that incidents can be stopped and that our school will persist with intervention until it does.
- We will involve their friends / older pupils in peer support / the buddy system/ mediation

We may then adopt strategies from the following list as appropriate:

- We will interview the pupil (or pupils) involved in the incidents separately.
- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the incident.
- We will reinforce the message that it is not acceptable, and that we expect it to stop.
- We will seek a commitment to this end.

- We will adopt a joint problem-solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- We will consider sanctions under our school’s Behaviour for Learning Policy.
- We will advise pupils responsible that we will be checking to ensure that it stops.
- We will ensure that those involved know that we have done.
- When child-on-child abuse occurs, we will contact the parents of the pupils involved at an early stage.
- We will keep records of incidents that we become aware of and how we responded to them.
- We will follow up after incidents to check that the incidents have not started again.

There is a tendency, often quite a natural one, to want to investigate an incident and “get to the bottom of it.” Sometimes this will be entirely appropriate. There will be other occasions where an extended investigation is actually unhelpful and where a problem solving approach will be the most effective response.

Our policy will be to use our discretion to respond flexibly and in an appropriate way to each incident.

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When tougher measures are needed

If necessary, we will invoke the following range of sanctions that are in line with the school’s Behaviour for Learning Policy. These include:

- Removal from the group (within the class)
- Withdrawal of break and lunchtime privileges
- Internal Exclusion
- Withholding participation in school events that are not an essential part of the curriculum.
- In extreme cases we will also consider a suspension or permanent exclusion from school.

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Our responsibilities

Everyone within school is expected to:

- Act in a respectful and supportive way towards one another, and
- Adhere to and to promote the objectives of this policy.

Pupils are expected to:

- Report all incidents of child-on-child abuse and suspected incidents that victims may be afraid to report.
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

Parents can help by:

- Supporting our policy and procedures.
- Encouraging their children to be positive members of the school community.

- Discussing with their child’s teacher any concerns that their child may be experiencing abuse or if they are unhappy in some other way.

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Child-on-child abuse outside the school premises

Schools are not directly responsible for child-on-child abuse that occurs off the premises but we know that incidents can occur outside the school gates and on journeys to and from school. This may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of incidents off the school premises we will:

- Talk to pupils about how to avoid or handle abuse outside of school.
- Talk to the Headteacher of another school whose pupils are involved.
- Talk to the police.

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Concerns, complaints and compliments

We recognise that there may be times when parents feel that we have not dealt well with an incident of child-on-child abuse and we would ask that this be brought to the Headteacher’s notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school’s Complaints Procedure a copy of which can be found on our school website.

We would also be pleased to receive Compliments – feedback from parents when things have gone well.

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Evaluating our policy

We will evaluate our child-on-child abuse policy using the following measures:

- The numbers of incidents that are reported to staff over a given period.
- Pupils’ perceptions of incidents in school through structured discussions in class time.
- The number of days of absence which are thought to be as a consequence of child-on-child abuse.
- We will investigate patterns of absence to ensure that children are not taking unnecessary days off school due to fear of child-on-child abuse.
- The number of complaints and compliments that we receive from parents.
- From the comments made by visitors and other people connected with the school.

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Ownership of this policy

This policy was agreed by staff and governors of the school.

The policy applies to all staff and to all pupils, whether temporarily or permanently employed by the school or on the school roll.

The Headteacher is responsible for introducing and implementing this policy. However all staff, all pupils and their parents have an active part to play in the development and maintenance of the policy, and in its success.

Let's make Parkfield a happy place!

