

Child on Child Abuse / Harmful Sexual Behaviours Policy

Heathcote School and Science College



Approved by the Governing Board:

Spring 2026

To be reviewed:

Annually

Next review due:

Spring 2027

Other Documentation

This Policy should be used in reference with the following documents;

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

This policy should be read in conjunction with:

- [Keeping Children Safe in Education 2025. 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 Head teacher, 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 \(Section Up skirting\)](#)
- [The Equality Act 2010 and schools](#)
- [Gender separation guidance](#)

In cases where child on child abuse is identified we will use the local safeguarding procedures as set out by Waltham Forest.

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Key Setting Information

Setting Main Phone Number	0208 498 5110
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Setting Address	96 Normanton Park, London, E4 6PN
Behaviour Lead	Ms Asiya Gite (Assistant Head teacher)
Designated Safeguarding Lead	Mr Neil Hutchins (Assistant Head teacher)
SENCO	Ms Jessica Overare
E-Safety Coordinator	Mr Neil Hutchins
Headteacher / Principal	Ms Sonia Close
Chair of Governors / Trustees	Ms Lauren Marchant
Safeguarding Governor	Ms Sharon Morgan

Introduction

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and non- intimate), friendships and wider peer associations.

Child-on-child abuse can and does happen in a whole range of settings that children attend, however it often goes unseen. It might take place online, for example, or away from the school or setting. Therefore, training for professionals to help them recognise the signs, and know what to do, is essential.

At Heathcote School and Science College we are committed to having a zero tolerance for child on child abuse. We are focused on ensuring that child on child abuse is identified early, responded to appropriately and support is offered to both the victim/survivor and perpetrator. We recognize the harm that can be caused from such behaviours both for victim/survivor and the perpetrator if left unchallenged or addressed. The school acknowledges the part that restorative practice can play in the process whilst also implementing preventative measures that encourage reflection for pupils.

When managing and responding to all incidents of child on child abuse, we will aim to establish the nature of the risk by consultation and assessment. This will include assessing concerns relating to contextual safeguarding. Early identification is a key component in responding to child on child abuse which is important to the whole school community.

We aim to establish a proactive and responsive safeguarding culture within the school environment focused on supporting pupils to speak out if they are experiencing any child on child abuse. In addition to this, we expect all staff to identify and respond to all incidents of child on child abuse efficiently and effectively. Staff recognize their role in preventing and challenging behaviours as well as taking actions in relation to such behaviours. In some circumstances staff will be supported by referring to the Senior Assistant Head teacher for behaviour and one of the trained members of the Safeguarding team.

We recognise that child on child 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 and Extremism;
- 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
- Contextual safeguarding.

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 being exploited (CCE, CSE)
- A looked after child;
- A child who goes missing or is missing education;
- Children who identifies as or are perceived as LGBTQIA+ and/or any of the protective characteristics;

Research tell us that girls are more frequently identified as being abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They are more often exploited into gangs for this very reason and are victim/survivors 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 and Child Criminal Exploitation (CCE).

Contextual Safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

The school aim to respond to concerns relating to contextual safeguarding by:

- creating a safe culture in the school by implementing the child on child abuse policy and ensuring that all staff and students are aware of the policy
- demonstrating an awareness of contextual safeguarding issues in the local area to this school and how this may impact upon our pupils
- remaining vigilant to changes in pupil's behaviour, taking particular note to attendance/ punctuality and presentation.

Bullying and Child on Child Abuse

Heathcote School and Science College believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other students in the school.

Children may be harmed by other children or young people; research suggests that 30% of child abuse is perpetrated by those under 18.

All staff recognise that children can abuse their peers and are trained to understand and implement the school's policy and procedures regarding child on child abuse. All child on child abuse is unacceptable and will be taken seriously. Advice and guidance have been

produced by the department for Education in the document, [Preventing and Tackling Bullying 2017](#)

Child on child abuse is most likely to include, but is not limited to some of the following behaviours/actions:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- sexting including pressuring another person to send a sexual image or video content (also known as youth produced sexual imagery);
- Upskirting, is where someone takes a picture under a person's clothing (not necessarily a skirt) without their 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/survivor humiliation, distress or alarm. It is a criminal offence, which comes under The Voyeurism (Offences) Act 2019. Anyone of any gender, can be a victim/survivor;
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;
- initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them; and
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Bullying is a very serious issue that can cause children considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through Heathcote School's anti-bullying procedures.

All pupils and parents receive a simplified copy of the policy on joining the school and the subject of bullying is addressed at regular intervals in PIE education. The full policy is available on the Heathcote School website.

All members of staff receive a copy of the school's behaviour policy, which contains the anti-bullying procedures, as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying and child on child abuse proactively.

Abuse is abuse and will not be tolerated, minimised or dismissed as 'banter'; 'just having a laugh'; 'part of growing up'; 'boys being boys'; or 'girls being girls'. It is important for

Heathcote School and Science College to consider the wider environmental factors and context within which child on child abuse occurs.

Heathcote School and Science College will also consider the potential for the impact of the incident to extend further than the school's local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim/survivor (or alleged perpetrator) to become marginalised and excluded by both online and offline communities.

There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available from [The UK Safer Internet Centre](https://www.saferinternet.org.uk) at 0344 381 4772 and helpline@saferinternet.org.uk and the [Internet Watch Foundation](https://www.iwf.org.uk/) at <https://www.iwf.org.uk/>

Online Bullying Behaviour

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

Children and young people commonly use electronic equipment including mobile phones, tablets and computers daily to access the internet and share content and images via social networking sites such as Facebook, Twitter, Discord, MSN, Tumblr, Snapchat, TikTok and Instagram. Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues within online safety are considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the [Anti-Phishing Working Group](https://apwg.org/) (<https://apwg.org/>).

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Hand held devices should not be used at school and are a banned item that will be confiscated if used on school premises.

The school encourages and signposts parent/guardians and pupils to the online safety website, [Internet Matters](#) to provide detailed guidance for the majority of online concerns.

The school has appropriate filters and monitoring systems in place to protect children from potentially harmful online material.

Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sexting' below). Serious incidents may be managed in line with our child protection procedures.

All staff receive online safety training and are trained to be vigilant about and to report any concerns about risk to children online in the same way that they notice and report offline concerns.

The school's Online/E-Safety coordinator is Mr Neil Hutchins. His role will be in reviewing policies, processes and procedures across the school whilst working collaboratively with staff and pupils to embed safe working practices in the online world.

Responding to Racism

We acknowledge and celebrate 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 skin-colour, it can be about ethnic background or religion too.

We recognise that racist hate crime is a criminal matter. We will, therefore, notify the police if we believe an offence may have been committed.

We actively engage in opportunities with the Waltham Forest Hate crime team to deliver strong messages to pupils regarding hate crime in particular responding to racist and gender based abuse or discriminatory beliefs.

Any racist behaviours are logged and actions implemented in all circumstances.

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 PIE curriculum. We will use a whole school approach to tackling and eradicating this type of behaviour.

Hate Crime

A hate crime is defined as 'Any criminal offence which is perceived by the victim/survivor or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

A hate incident is any incident which the victim/survivor, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

Not all hate incidents will amount to criminal offences, but it is equally important that these are reported and recorded by the police.

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 or school. It can be frightening for the victim/survivor and witnesses. Hate crime is an offence and we will notify the police if we believe an offence may have been committed. As a school we are committed to creating a safe, multi-cultural, cohesive and supportive community. This is further supported by our collaborative work with the Waltham Forest Hate Crime team and their partner organisation Communities Inc. If at any point that we feel that a person is of a conflicting opinion we will address this and consider further approaches and actions to safeguard others in our community. If we consider that radicalisation may be evident or needs to be investigated, we will contact the Waltham Forest Multi-agency safeguarding hub (MASH) for guidance and support or in specific circumstances where possible radicalisation or extremist views may be held contact will be made with the Waltham Forest Prevent team.

Sexual Harm, Violence and/ or Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence and sexual harassment exist on a continuum and may overlap, it can occur online and offline (both physically and verbally) and is never acceptable.

Children who are victim/survivors of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. While it is important that all victims/survivors are taken seriously and offered appropriate support, staff are aware that it is more likely that girls, children with SEND and LGBTQIA+ children are at greater risk of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

When referring to sexual violence, this policy uses the definitions of sexual offences in the Sexual Offences Act 2003 as follows:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

As a school we may use the AIM model (2016) or Hackett's Continuum of Children and young people's sexual behaviours (2010). These are nationally recognised and acclaimed tools to assist in determining healthy, problematic and harmful sexual behaviours in children and young people. At the current time our trained member of staff is our DDSL, Ms Samantha Shorter and our Pastoral Support Assistants (PSA), Ms Rebecca Larkin and Ms Jade Clarke. Ms Clancey,

Head of Year 7 is also trained in tackling HSB incidents. She has completed AIM training which enables her to make informed judgements around risk assessing Harmful Sexual Behaviours (HSB).

We use these tools to support with assessing risk in each individual case by:

- 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.

Informed consent is about having the freedom and capacity to choose and not subject to fear or pressure. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity
- A child under 18 cannot consent to any sexual activity with a person in a position of trust
- The age of consent is 16.
- Sexual intercourse without consent is rape.

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Online sexual harassment may happen on its own or as part of a wider pattern of sexual harassment and/or sexual violence.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Heathcote School and Science College therefore recognises the importance of recognising the nature of, identifying and challenging sexual violence and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies; and through the curriculum. All staff recognise 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"
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras, lifting skirts and up skirting.
- Dismissing or tolerating such behaviours risks normalising them.

Heathcote School and Science College will respond to reports in accordance with Part 5 of [Keeping Children Safe in Education](#). Schools may also find it useful to refer to the [Farrer child on child abuse toolkit](#).

All responses to reports of sexual violence will be subject to an immediate risk and needs assessment undertaken by the DSL (or a deputy), using their professional judgement and supported by other agencies, such as children's social care and the Police. Schools staff will also access guidance and support with decisions when required from the Waltham Forest Harmful Sexual Behaviour Outreach service lead, currently Ms. Jacqui King. The need for a risk and needs assessment in relation to reports of sexual harassment will be considered on a case-by-case basis.

Harmful Sexual Behaviour is outside the parameters of normal, healthy sexual development. Please see Hackett's Continuum of Children and young people's sexual behaviours (2010) for reference to the continuum of responses.



Risk Assessment

- The risk and needs assessment will consider:
 - the victim/survivor, especially their protection and support;
 - the alleged perpetrator/s (if she/he/they attend the same school/college); and
 - all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- The DSL or DDSL should ensure they are engaging with children's social care and specialist services as required.
- Police are notified when a crime may have occurred.
- Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Action following a report of sexual harm, violence and/or sexual harassment - things to consider.

The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and will therefore be the most appropriate person to lead the school's initial response. Important considerations will include:

- the wishes of the victim/survivor in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victim/survivors will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim/survivor asks the school not to tell anyone about the sexual violence or sexual harassment, the DSL (or a deputy) will have to balance the victim/survivor's wishes against their duty to protect the victim/survivor and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g. to protect the victim/survivor and other young people from harm and to promote the welfare of children;
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim/survivor have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- whether there are ongoing risks to the victim/survivor, other pupils or school staff;
- informing parents/carers unless this would put the victim/survivor at greater risk;
- only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, vocational staff may be asked to monitor the victim/survivor's welfare without needing to know that they are a victim/survivor of sexual violence or harassment.
- Any historic or previous incidents involving Harmful sexual behaviours

Children sharing a classroom - initial considerations following a report of sexual violence

Any report of sexual violence is likely to be traumatic for the victim/survivor and proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with Children's Social Care and the Police, the alleged perpetrator will usually be removed from any classes they share with the victim/survivor. The school will do their utmost to minimise disruption to the education of either pupils although immediate safeguarding will remain the overriding priority for all parties involved. Consideration will also be given to how best to keep the victim/survivor and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the

school, where appropriate. In addition, any third parties with information that could disrupt, distract or interfere with processes will be spoken to and reminded of expectations relating to any incident. Parents of any third parties will also be informed as there may be serious consequences to any breaches of confidentiality. These actions are in the best interests of all children directly involved and any pupils in a third party capacity.

Sharing of nude and semi-nude images and/or videos

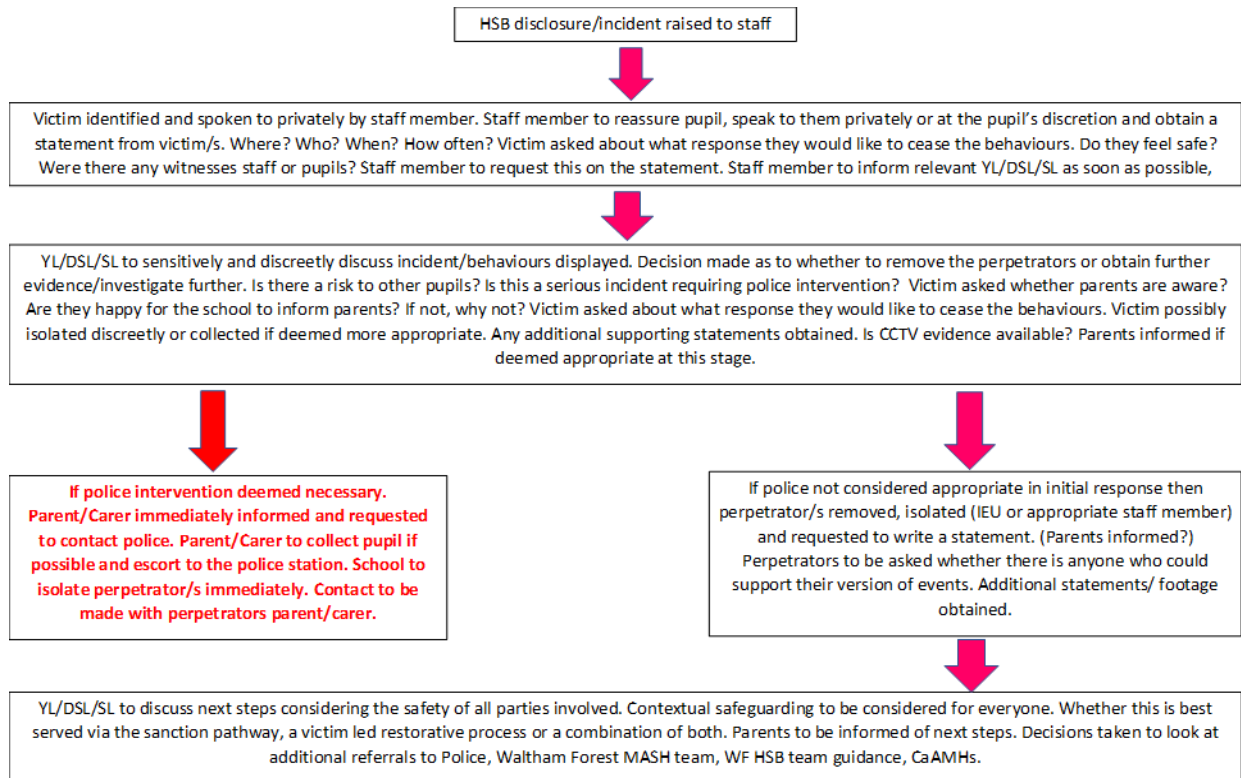
The school will act in accordance with advice endorsed by [DfE Sharing Nudes and Semi nudes-advice for education settings \(2024\)](#). All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern always will be the welfare and protection of the young people involved. Young people (under 18) who share sexual imagery of themselves or their peers are breaking the law. Still, authorities will avoid criminalising young people unnecessarily.

All incidents of sharing of nude and semi-nude images and/or videos should be reported to the DSL. If there is a concern in relation to a device (e.g. a mobile phone, tablet, digital camera), the member of staff will secure the device (i.e. it should be confiscated). This is consistent with [DfE advice Searching, Screening and Confiscation - Advice for schools \(2022\)](#). Staff will not look at (unless directed to do so by police), copy or print any indecent images as this would be a criminal offence. The confiscated device will be passed immediately to the DSL. The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm a referral will be made to Children's Social Care and/or the Police via the MASH immediately. The Police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported YPSI incident is experimental (e.g. a child sending an image to a child with whom they are romantically involved) or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured. Aggravated incidents of sexting will be referred to the local authority MASH.

Incident Response

Child on child incidents are each different in their own way. No two pupils are exactly the same and the school understands that dealing with each incident needs to be done so considering all of the circumstances around those involved. The following flow chart depicts the course of actions which staff may choose to follow as a generic guide to incidents of child on child abuse as displayed to pupils



For pupils and staff, we have devised a shortened version of the above flow chart that outlines clearly the actions that are expected to be followed by staff when managing a child on child/harmful sexual behaviour incident.

We call this our Heathcote Child on child pledge;

- Pupil raises a concern or staff witness a HSB/Child on Child incident
- Staff will listen
- Staff will challenge or tackle behaviour immediately
- Staff will protect/consider the victim
- Staff will inform a DSL/ pastoral support when required.
- Staff will log imminently once pupil is safeguarded.

Heathcote School will in the vast majority of cases be led by the victim/survivor of these behaviours and gauge the response deemed most appropriate to bring about a positive resolution to any incidents. If a victim/survivor requests some confidentiality then discussions between staff and DSLs are expected to take place to provide a certain degree of anonymity to the allegations at the outset. A strategy should be devised to enable investigations to take place whilst safeguarding the victim/survivor or those who have disclosed such behaviours. In the most part the victim/survivor would wish for action to be taken and statements obtained from those who are witness or any other evidence that provides greater clarity around the incident/s that have occurred. Throughout the process the victim/survivor must be safeguarded and the school community considered. If there is a further risk of harm to others then any

perpetrators must be isolated as soon as possible and placed in regulation pending investigation or with designated staff whilst further investigations take place. In the event of any incidents being upheld and a pupils found to have exhibited such behaviours it is expected that any perpetrators are to engage in a reflective, restorative process with those they have caused offence and suffering. This will be done alongside a trusted member of staff should the victim/survivor wish to be part of this process. Throughout the process it is best practice for parent/guardians to be kept updated and notified of the process if the victim/survivor so wishes. This is also the case with perpetrators parents/guardians whilst considering the contextual safeguarding around all parties.

There are some incidents which are more severe in their nature than others, in such cases Heathcote School and Science College will request support and guidance from other agencies, these may take the form of Police intervention, Safer Schools Officer (SSO) intervention, Harmful Sexual Behaviours team referrals, Hate Crime team referrals, MASH referrals, Medical professionals, Youth Offending Team members and other local authority agencies/teams. In such cases the school will undertake a risk assessment around the individuals involved and mitigate any further risk of harm as far as is reasonably possible. In the case of substantiated Harmful Sexual behaviours the school will undertake an AIMS assessment on the perpetrator and actions taken dependent upon the outcome. If a pupil safety cannot be protected immediately then a minimal period of pupil absence would be authorised under safeguarding protocols, this **must not** be for a prolonged period of time. In such cases, the perpetrator would be expected to remain away from the school whilst all measures pertaining to safeguarding the community can be put into place. Such decisions will be rare and will be made by the head teacher only, in liaison with the designated safeguarding leads.

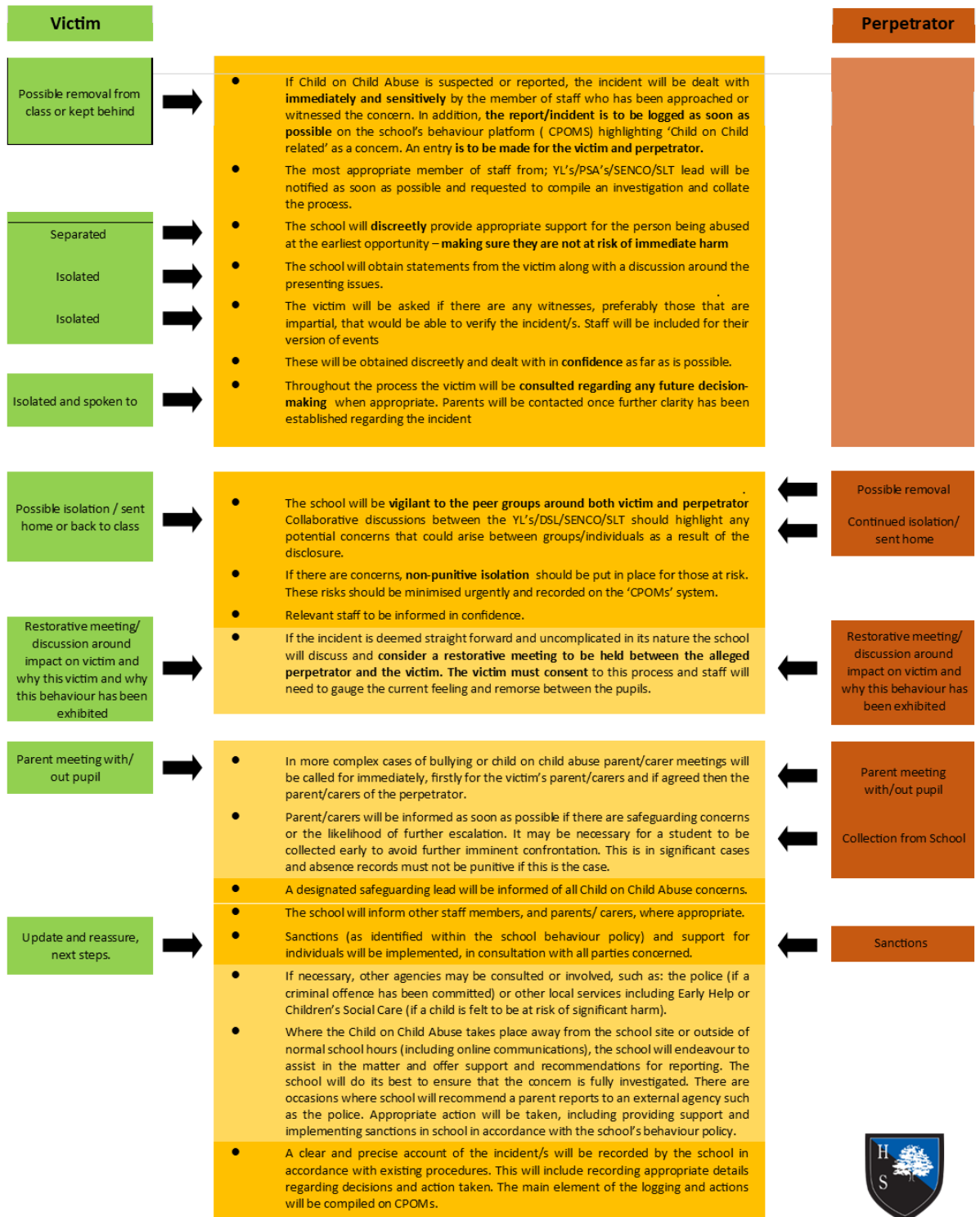
Pupils are informed that staff will do the following consistently once a concern is raised or witnessed;

Staff will listen, staff will challenge, staff will protect, staff will inform and staff will log concerns.

Child on child actions process outline and variables are displayed below;

Child on Child/ HSB Staff Action/Process

The following steps will be taken when dealing with all incidents of Child on Child abuse reported to the school :



In-school Incident Logging and Reporting

At Heathcote School all staff are empowered and responsible for the logging of incidents of child on child abuse. This logging is to be completed on the CPOMs safeguarding recording system as soon as possible after an incident. All incidents are to be logged under the most appropriate Child on child abuse category (outlined below) with the most significant action implemented by the member of staff present.

Child on child abuse categories;

Child on child- Gender/LGBTQIA+ abuse

Child on child- Prejudice Based/Discriminatory abuse

Child on child- Online abuse (any type of abuse that happens on the internet, using technology like computers, tablets, mobile phones, games consoles and other internet-enabled devices).

Child on child- Emotional abuse (humiliating or constantly criticising, threatening, shouting or calling them names, making the person the subject of jokes, or using sarcasm to hurt a child, blaming and scapegoating, making a person perform degrading acts, not recognising a person's own individuality or trying to control their lives, exposing a person to upsetting events or situations, not allowing them to have friends, persistently ignoring them, never saying anything kind or expressing positive feelings.)

Child on child- Physical abuse (hitting with hands or objects, slapping and punching, kicking, shaking, throwing, poisoning, burning and scalding, biting and scratching, breaking bones, drowning or any way of intentionally causing physical harm to a peer.

Child on child- Racial abuse (any form of abuse that is based on someone's race or religion)

Child on child- Verbal abuse (Verbal abuse can involve yelling, name calling and other sorts of verbal harassment and taunting. Verbal abuse can also be displayed in the manner that words are used to demean and undermine a person such as countering, discounting, making jokes, blocking, blaming, judging and criticizing. Other forms of verbal abuse are trivializing, undermining, forgetting things said by the victim/survivor, ordering things in relation to the victim/survivor, denial, abusive anger.)

Child on child- Harmful Sexual Behaviours

Incorporating;

- **Sexual Harassment** (outlined in policy)
- **Sexual Violence** (outlined in policy)
- **Sharing of Sexual Images** (outlined in policy)
- **Upskirting** (a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).)

Staff are expected to be sensitive to the wishes of the victim/survivor and to ensure that the abusive behaviours towards them cease. Staff are to feel responsible for putting

interventions/sanctions or actions in place which recognize, tackle, and seek to cease these behaviours. Staff are encouraged to seek further assistance with this from the Year Leads, SLT year leads and Pastoral support assistants if they are of the opinion that these behaviours will continue.

In any event where a staff member considers the behaviours to be of a severity that they cannot tackle or do not feel confident in tackling then staff will be expected to reassure the victim/survivor and immediately escalate to the DSL or at the very least a member of the safeguarding team such as the relevant year lead, SLT lead or pastoral assistant immediately. Under no circumstances must staff leave the incident unmanaged or the victim/survivor vulnerable.

Any incident during which the victim/survivor is extremely upset, feels intimidated or scared for their safety must be dealt with immediately maintaining the victim/survivor's safety and wellbeing. Staff are expected to escort or manage the safety and care of that pupil until such time that they can pass all details over to a member of the safeguarding team such as the DSL/DDSL, Year lead or Pastoral support assistant. At this point decisions must be made in the best interest of the victim/survivor.

Reporting to External Agencies

Any incident of racism, race hate or incitement to hate will be reported to the police if it is believed a serious offence may have been committed. In addition, the Waltham Forest Multi Agency Safeguarding Hub will also be notified through a MASH referral. For reassurance and clarity advice can be sought from the WF MASH team in advance, prior to referral.

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 a school in reference to our Behaviour Policy and Disciplinary Policy (see Appendix 1). The school have identified a sanctions pathway to be utilised as guidance when dealing with incidents of child on child abuse be they non-sexual or sexual in nature.

We recognise disciplinary actions rarely resolve issues of child on child 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/guardians are informed and kept up to date. We will listen to any concerns and will work to attempt to resolve these with the best outcomes possible for all involved.

Staff Training

Staff will undergo regular training in relation to identifying, understanding and tackling Child on child abuse at Heathcote School. There will be an annual session held to update and remind staff of the expectations, roles and responsibilities of all staff working with or young people.

Throughout the year there will be timely updates in response to trends, incidents and processes to best tackle any ongoing issues or incident across the school.

Each year the school increases the number the number of staff members trained on AIMS, specifically to deal with incidents of Harmful Sexual Behaviours.

The Role of the Governing Board

The Chair of Governors/ Safeguarding link 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/survivor/s.

We know that as a school, the Chair of Governors and Safeguarding link 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.

It is important that 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; Children's Social Care, the Police, Health and CAMHS to ensure all incidents are responded to appropriately, where necessary.

Prevention and Training

Heathcote School and Science College is always working hard to create a culture where

child on child 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, including travelling to and from school.

The school displays posters identifying the 'typical' behaviours seen most commonly in child on child incidents and also informative posters relating to harmful sexual behaviours. These are to be displayed alongside safeguarding posters in every classroom.

The lead staff member overseeing HSB, Ms Shorter regularly liaises and facilitates assemblies, one to one sessions and advice forums for our young people. Pupils are signposted to sexual health services throughout the year. Child on Child abuse through online, bullying and sexual behaviours are addressed within the PIE curriculum at age specific stages of development.

Ms Shorter also enlists the support of the Waltham Forest Sexual Health team for assemblies and specific sensitive cases or for some of our most vulnerable pupils.

Please see Appendix 3 which outlines the 2025/6 PIE curriculum with identified scheduled topics to be covered by each year group. The PIE curriculum enables staff and pupils to discuss, debate and understand sensitive topics around bullying, tolerance and relationships with peers.

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.

Management of the Policy

We will ensure all our staff, governors and volunteers are trained in the awareness and response to all forms of bullying. This includes all forms of child on child 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 roles and responsibilities.

The School Designated Safeguarding Lead will take on a lead responsibility to ensure all identified staff are trained in the use of the AIM assessment.

The Safeguarding link Governor in the school will act to oversee and audit any training activity which takes place and activities in relation to this policy.

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

Appendix 1 Child on Child / HSB Sanctions Guidance Pathway

Child on child Offence pathway (non-sexual)	1st Offence Sanction	2nd Offence sanction	Repeated victim/survivor
Verbal offence towards another, malicious/harmful including online communication, isolating or coercive behaviours, emotional abuse	Regulation	Reflection	Suspension 3- 5 days
Physical offence towards another (non-malicious)- careless behaviours 'play' fighting, play rituals 'birthday beats'	Regulation/Reflection	Suspension 3 days	Suspension 5 days
Physical offence malicious intent- fighting, physical abuse, threatening violence, intimidation	Reflection/ Suspension	Suspension 3-10 days	Suspension 15 days- Permanent Exclusion
Harmful Sexual Behaviour offence pathway	1st Offence Sanction	2nd Offence sanction	Repeated victim/survivor
Inappropriate sexual behaviours- consensual intimate behaviours (non-public, discretion sought), inappropriate touching through clothes (not genitalia, breasts), over familiar contact	Regulation	Reflection	Suspension 1- 3 days
Sexual harassment (online or verbally)- sexual comments/remarks, sexual innuendos, images/ photos, sexualised names, sexual jokes or taunting, non-pornographic images.	Regulation/Reflection	Respite isolation 3- 5 days	Suspension 5 - 10 days
Sexual harassment- coercion or threats, upskirting, deceitful sexual behaviours, sexual intimidation, distribution of sexual /pornographic images	Reflection/ Suspension	Suspension 15 days-Permanent Exclusion	Permanent Exclusion
Sexual assault (non-consensual) - inappropriate sexual touching of another pupil, over familiar contact for sexual gratification,	Suspension -10 days- Permanent Exclusion	Permanent Exclusion	Permanent Exclusion
Sexual violence (non-consensual)- Rape/assault by penetration	Permanent Exclusion		

APPENDIX 2 Staff Incident Management Flow Chart

HSB disclosure/incident raised to staff



Victim identified and spoken to privately by staff member. Staff member to reassure pupil, speak to them privately or at the pupil's discretion and obtain a statement from victim/s. Where? Who? When? How often? Victim asked about what response they would like to cease the behaviours. Do they feel safe? Were there any witnesses staff or pupils? Staff member to request this on the statement. Staff member to inform relevant YL/DSL/SL as soon as possible,



YL/DSL/SL to sensitively and discreetly discuss incident/behaviours displayed. Decision made as to whether to remove the perpetrators or obtain further evidence/investigate further. Is there a risk to other pupils? Is this a serious incident requiring police intervention? Victim asked whether parents are aware? Are they happy for the school to inform parents? If not, why not? Victim asked about what response they would like to cease the behaviours. Victim possibly isolated discreetly or collected if deemed more appropriate. Any additional supporting statements obtained. Is CCTV evidence available? Parents informed if deemed appropriate at this stage.



If police intervention deemed necessary. Parent/Carer immediately informed and requested to contact police. Parent/Carer to collect pupil if possible and escort to the police station. School to isolate perpetrator/s immediately. Contact to be made with perpetrators parent/carer.



If police not considered appropriate in initial response then perpetrator/s removed, isolated (IEU or appropriate staff member) and requested to write a statement. (Parents informed?) Perpetrators to be asked whether there is anyone who could support their version of events. Additional statements/ footage obtained.



YL/DSL/SL to discuss next steps considering the safety of all parties involved. Contextual safeguarding to be considered for everyone. Whether this is best served via the sanction pathway, a victim led restorative process or a combination of both. Parents to be informed of next steps. Decisions taken to look at additional referrals to Police, Waltham Forest MASH team, WF HSB team guidance, CaAMHs.



PIE Curriculum Pathway

