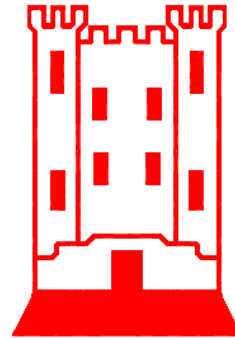


Child on Child, Sexual Harassment and Sexual Violence



Founded 1565

William Gilbert C of E Primary School and Nursery Action Plan 2022-2023

Approved by:	Mrs E. Sheppard (Chair of Governors)
Last reviewed on:	30 th March 2022 13 th May 2023
Next review due by:	27 th April 2022 31 st August 2023

Introduction

Child-on-Child sexual abuse is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children and can affect any age group (Department for Education (DfE), 2022).

Children can experience peer-on peer sexual abuse in a wide range of settings, including:

- at school
- at home or in someone else's home
- in public spaces
- online (NSPCC, 2018).

Child-on-Child sexual abuse can be harmful to the children who display it as well as those who experience it.

Recognising child-on-child sexual abuse

It can be difficult to work out if a child is displaying appropriate, inappropriate, problematic or abusive sexual behaviour. Examples of sexually abusive behaviour may include:

- inappropriate or unwanted sexualised touching
- pressurising, forcing or coercing others to perform or take part in sexual acts
- pressuring, forcing or coercing someone to share nude images (sexting)
- sharing sexual images of a person without their consent
- taking a picture under a person's clothing, without their consent ('upskirting')
- sexual harassment
- sexual or sexist name calling (Contextual Safeguarding Network, 2020).

Signs that a child may have experienced child-on-child sexual abuse

Indicators that a child has experienced child-on-child sexual abuse may be physical or behavioural. A child or young person may appear withdrawn, frightened or begin to act differently from usual. They may also display physical signs such as noticeable discomfort in their genital or anal area.

Barriers to disclosure

Children do not always feel able to speak out about their experiences of child-on-child sexual abuse. They may be afraid of:

- being considered a 'snitch'
- getting in trouble themselves
- how they will be perceived by others
- teachers or other adults not being discrete
- their parents being informed (Contextual Safeguarding Network, 2020).

If a child is unsure about whether or not they have been sexually abused, they might be worried about causing a fuss or getting someone else in trouble for 'no reason'.

Children's understanding of child-on-child sexual abuse

Children may not always understand that they have experienced or carried out child-on-child sexual abuse. This might be because:

- they don't understand what constitutes appropriate, inappropriate, problematic or abusive sexualised behaviour
- they have experienced sexual abuse themselves and don't realise that what happened to them was wrong
- they don't know whether consent was given
- the abuse happened between friends or partners
 - the abuse took place online
- they blame themselves for the abuse they received
- younger children lack knowledge of sex and sexuality as they are less likely to have received any relationships and sex education

Preventing child-on-child sexual abuse

All organisations and individuals that work with children have a responsibility to keep them safe. At William Gilbert C of E Primary School and Nursery we understand the importance of creating a healthy and safe environment for all children and young people and challenge societal norms that may allow child-on-child sexual abuse to take place.

Child-on-child Sexual Abuse Action Plan

This action plan focusses on areas where a dedicated action plan will improve the safeguarding afforded to children who may be at risk of child-on-child sexual abuse.

Area of responsibility	Actions to be taken	Outcome/Impact	Deadline	Evaluation/Review
Leadership and values	<ul style="list-style-type: none"> ✓ Creation and maintenance of an appropriate school policy to reflect child-on-child sexual abuse in which current advice from the DfE is followed. ✓ Development and maintenance of rigorous recruitment policies which include core school values and ensure signs of child-on-child sexual abuse are identified and addressed as appropriate ✓ Key individuals amongst governors, managers and staff with responsibility for safeguarding also understand the subject of child-on-child sexual abuse. ✓ Creation and maintenance of a culture where child-on-child sexual abuse is not tolerated in any form and where children are explicitly taught social norms and are encouraged to speak up about any concerns they may have ✓ The teaching of PSHE and RSHE will be treated as a priority including discussions around cyber-bullying, healthy relationships, consent and harmful sexual behaviours and actions. ✓ Governors are clear about the impact of the curriculum through visits and discussions with pupils and staff. Leaders ensure that there 	<ul style="list-style-type: none"> ✓ A safe learning environment is created across the school, behaviours which harm the ability of different individuals and groups to work together are challenged ✓ All new staff are aware of the school's expectations and subscribe to its values ✓ All members of SLT undertake safer recruitment training and child-on-child sexual abuse. ✓ The school leadership takes ownership of child on-child sexual abuse concerns and appropriate oversight is provided ✓ Child-on-child sexual abuse is considered as a risk at a leadership level within the organisation with any such concerns being reported promptly to SLT ✓ Weekly staff group debriefs ensure an appropriate culture is maintained and modelled. ✓ SLT will monitor the impact of the PSHE and RSHE curriculum to ensure that there is an open culture of 	Safeguarding governor review of safeguarding	<p>Policy reviewed, updated and approved by governors September 2021 Policy reviewed September 2022</p> <p>Child friendly child-on-child abuse policy updated and approved by governors November 2021 Policy reviewed September 2022</p> <p>Safeguarding governor and DSL updated training including SV SHB September 4th 2021 Training updated September 1st 2022</p> <p>PSHE & RSHE taught in all classrooms using 3Dimensions curriculum</p> <p>Weekly safeguarding assembly for KS1 & KS2 - schedule</p>

	<p>is a positive culture of reporting so that pupils feel that they are listened to and that their concerns or disclosures are taken seriously and responded to.</p>	<p>raising concerns by the pupils.</p> <ul style="list-style-type: none"> ✓ Safeguarding governor knows the impact of the curriculum. ✓ Pupils know that they are listened to and action will be taken. 	<p>procedures and pupil dialogue 3rd May 2022</p>	<p>details termly coverage of priority areas identified in this plan. Schedule for 2022-2023 includes inappropriate sexualised language</p> <p>DDAT SSIO conducted pupil dialogue around PD 30th November 2021 Headteacher and Governor pupil voice around SHB and feeling safe in school November 2022. DDAT Safeguarding Audit February 2023.</p> <p>Pupil questionnaire and resulting welfare follow up demonstrates 97% pupils know what to do if they are being bullied (February 2022) Pupil questionnaire November 2022– 92% feel safe all of the time. 96% of pupils know what to do if they experienced bullying. See full results in Safeguarding folder.</p>
--	--	---	--	--

Area of responsibility	Actions to be taken	Outcome/Impact	Deadline	Evaluation/Review
Partnership	<ul style="list-style-type: none"> ✓ Maintenance of a single point of contact via My Concerns for child-on-child sexual abuse to coordinate information sharing between different departments and curriculum areas. ✓ Development of links between key school staff/governors and external partners, including the Local Authority and Police 	<ul style="list-style-type: none"> ✓ School communications and the sharing of concerns relating to child-on-child sexual abuse are coordinated effectively ✓ All record keeping of incidents are reported on My Concerns and are treated as a priority, particularly any harmful sexual behaviours. ✓ Single Point of Contact sits with the DSL/Deputy DSL ✓ The school is able to benefit from existing best practice and resources. ✓ The school shares information and is able to access statutory assistance where necessary to support vulnerable individuals ✓ Safeguarding Newsletters for parents commenced termly from July 2022. May 2023 issue (number 6) covered how to discuss inappropriate sexualised language. 	<p>PCSO Sarah Dufton – workshop for pupils 17th November 2021</p> <p>PSCO Mark Worrell visit 11th October 2022</p>	<ul style="list-style-type: none"> ✓ Measures reviewed and in place 30th March 2022 ✓ Measures reviewed and in place 13th May 2023 ✓ PCSO visit - Resulting action – family support put in place for a child and family around online safety ✓ PSCO visit 11th October 2022 ✓ Ivenger workshops led by Traci Good on cyber bullying and sharing of nude/semi nudes – age appropriate HSB topics
Area of responsibility	Actions to be taken	Outcome/Impact	Deadline	Evaluation/Review
Safeguarding and pastoral care	<ul style="list-style-type: none"> ✓ Inclusion of child-on-child sexual abuse within safeguarding policy and procedure ✓ Development and implementation of rolling cross-organisation training plan to increase organisational awareness 	<ul style="list-style-type: none"> ✓ All are aware of the safeguarding procedure and that child-on-child sexual abuse is included within it ✓ All understand what is meant by the terms child-on-child sexual 		<ul style="list-style-type: none"> ✓ September 4th Inset day – full day safeguarding training – all staff and governors

	<ul style="list-style-type: none"> ✓ Revisit child on child sexual abuse training with frequent reminders, including the vocabulary to be used. ✓ PSHE/RSHE lessons reflect current affairs and issues that concern the pupils in a language that they use and understand. 	<p>abuse and are comfortable sharing concerns about child-on child sexual abuse.</p> <ul style="list-style-type: none"> ✓ A whole school approach is taken to the support of learners who may be vulnerable to any sexual abuse ✓ Staff feel confident and protected in raising any concerns which may place the safety of learners at risk ✓ Learners are protected whilst in school or on visits. ✓ Staff react and respond in a way that engages the pupils and encourages them to discuss and debate in an open and safe environment that respects the views of others. 		<ul style="list-style-type: none"> ✓ September 1st 2023 Inset day – all staff and governors ✓ Weekly SAS (safeguarding, attendance and SEND) updates using DDAT '39 weeks of safeguarding' ✓ Measures reviewed and remain in place 13th May 2023
Area of responsibility	Actions to be taken	Outcome/Impact	Deadline	Evaluation/Review
Pupil and learner resilience	<ul style="list-style-type: none"> ✓ Include activities within existing lesson structure to enhance pupil and learner resilience for example, internet safety sessions and activities to improve critical thinking skills ✓ Raise awareness and confidence amongst staff and parents about the importance of addressing peer on peer sexual abuse ✓ All pupil discussions are followed up in detail and referred to SLT. ✓ Raise awareness of all colleagues, pupils and parents about the risks which may occur outside school times 	<ul style="list-style-type: none"> ✓ Pupils and learners have good critical engagement skills and understand the need and value of mutual respect and tolerance ✓ Pupils and learners feel comfortable sharing any concerns they have about behaviour or information in or outside school ✓ Development of different committees and greater understanding of the responsibility of being a representative and all it entails. 		<ul style="list-style-type: none"> ✓ Weekly Safeguarding assemblies for KS1 & KS2 pupils ✓ British Values linked to school golden rules reinforced and applied to our daily lives promoted in weekly acts of worship

	<ul style="list-style-type: none"> ✓ All staff receive appropriate training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation. ✓ Opportunities to promote values are identified, utilised and applied within the curriculum and within enrichment activities. ✓ Staff ensure that all pupils are included in their lessons and any additional barriers or challenges in reporting are overcome e.g. for pupils with disabilities or SEN, or for any particular ethnic or religious groups. 	<ul style="list-style-type: none"> ✓ All pupils and parents are encouraged to respect others with particular regard to sexual behaviour and are educated in the options about what is allowed ✓ Pupils understand what all school and British values mean in practice 		<ul style="list-style-type: none"> ✓ Regular dialogue and questioning of pupils ✓ I-venger pupil online safety ambassadors in place Jan 2022 to promote online safety with all pupils ✓ Dedicated safeguarding page with information for parents ✓ SEND audit findings 10th February 2022 ✓ Measures reviewed and in place 13th May 2023
Internet safety	<ul style="list-style-type: none"> ✓ Inclusion of reference to child-on-child sexual abuse within ICT acceptable use policy ✓ Deliver awareness raising training to all staff about how peer-on peer sexual abuse may manifest itself ✓ Deliver awareness training to parents via an outside provider so that they are clear about child-on-child sexual abuse and how they can talk to their children about it. 	<ul style="list-style-type: none"> ✓ Colleagues understand what child-on-child sexual abuse looks like and are confident to share concerns through the appropriate processes if they do encounter such incidences ✓ Pupils understand the risks attached regarding child-on-child sexual abuse and understand the social norms, standards of behaviour expected and the school's 		<ul style="list-style-type: none"> ✓ Policy reviewed and approved September 2021 ✓ Safeguarding inset day 4th September 2021 ✓ Parents online safety workshop – Traci Good Repeated March 22nd 2023

		<p>process in dealing with these areas</p> <ul style="list-style-type: none"> ✓ Parents are clear about the risks attached regarding child-on-child sexual abuse and understand the social norms, standards of behaviour expected and the school's process in dealing with these areas 		<ul style="list-style-type: none"> ✓ Online safety newsletter sent to parents November 2021 Repeated with up-to-date information February 2023 ✓ Dedicated page on website for internet safety and parental support ✓ Cybercrime and cyberbullying leaflets in school to support parents and pupils
Area of responsibility	Actions to be taken	Outcome/Impact	Deadline	Evaluation/Review
Reputation and brand	<ul style="list-style-type: none"> ✓ Development of policies which outline when the school's branding can be used and the responsibilities which come with its use. ✓ Development of a protocol for monitoring the school's online presence which includes sexual or sexualised references ✓ Delivery of awareness raising to all administration, teachers, pupils or parents advising of responsibility in the online space 	<ul style="list-style-type: none"> ✓ Any references to the school online are picked up quickly and referred for action if they have links to child-on-child sexual abuse or sexualised connotations ✓ School administration, staff and parents are aware of their responsibility in the online space regarding the school's brand and reputation 	<ul style="list-style-type: none"> ✓ Re-introduce home school agreement from September 2022 to include responsibility of use of schools branding. ✓ Add responsibility of wearing school branded uniform to the uniform policy – 27th April 2022 	<ul style="list-style-type: none"> ✓ Measures reviewed and in place 13th May 2023

			<ul style="list-style-type: none"> ✓ Implement amendments to school policies and protocols – 27th April 2022 	
School Environment	<ul style="list-style-type: none"> ✓ Development of policies governing events organised by staff, parents or visitors on school premises to ensure that peer-on peer abuse risks are mitigated. ✓ Creation of a code of conduct policy and communication plan for setting expectations on pupil behaviour over holiday and after school clubs. ✓ Leaders and all staff pick up on early warning signs and act accordingly. Discussions with pupils to identify any areas of school or times of day where issues may occur. ✓ Conduct a parents information meeting at the end of year 5 as part of effective transition. Prepare parents and pupils for the risks that lie ahead through growing independence from Y6 to secondary school. ✓ Create a code of conduct for expectations of behaviour at on-site events e.g. summer/Christmas fayre, school disco 	<ul style="list-style-type: none"> ✓ Pupils are aware of the conduct expected by the school in creating a safe space for all groups on site ✓ A safe learning space is created, avoiding the likelihood of child-on-child sexual abuse and where sexualised behaviour is not tolerated ✓ Pupils feel safe in all areas of school. 	<ul style="list-style-type: none"> ✓ Implement amendments to school policies and protocols – 27th April 2022 ✓ Transition meeting for Y5-6 parents July 2022 ✓ Code of conduct – 12th May 2022 	<ul style="list-style-type: none"> ✓ Pupil questionnaires demonstrate that pupils feel safe and happy in school ✓ Risk assessments are in place for PTA events on school premises ✓ Children are aware that poor behaviour outside of school in their uniform is easily reportable and makes them easily identifiable. ✓ Measures reviewed and in place 13th May 2023