



Child on Child Abuse Guidance for Boarding

Date Agreed by the Governing Body	November 2022
Date to be reviewed	November 2023
Date of last review	NA
Governors Committee accountable for review	Education
Senior Leadership Team member accountable for review	JIS



Child on Child Abuse Guidance for Boarding Staff

Introduction

The Royal Grammar School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child abuse will not be tolerated or passed off as part of “banter” or “growing up”.

We recognise that within a boarding environment with students living in close proximity with one another and with some students sharing bedrooms, social spaces and bathrooms that there are greater opportunities for child on child abuse to occur.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond.

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of Abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Abuse in intimate relationships - Whilst it states within the school behaviour policy that students found in a sexually compromising relationship could result in suspension/exclusion from school, we do however accept that there is the possibility of such relationships within school and boarding and there should be a clear understanding (Staff, pupils and parents) that these relationships can't be of a sexual nature within the school or boarding environment.

Aims

This guidance will attempt to:

- Set out our strategies for preventing, identifying and managing child on child abuse
- Take a contextual approach to safeguarding all children and young people involved, acknowledging that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peers, parents or adults in the community.

Understanding Child on Child abuse

Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual harassment and sexual violence may also occur online and offline.

The Context

All behaviour takes place on a spectrum. Understanding where a child'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 problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB).

We are adopting the NSPCC definition of HSB as: -

"Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours (Appendix 1) and the Brook Traffic Lights (Appendix 2).

In general terms Boarding staff will follow the school policies in relation to Child on Child Abuse.

In addition to the school policy the following are examples of specific procedures in relation to Fraser Youens House and RGSHW's boarding setting.

- Residential Housemasters hold weekly meetings whereby Boarders of Concern are raised and discussed.
- Boarding Staff log any incidents or concerns regarding behaviour or potential issues via Reach. These incidents are a standing item in the weekly Housemaster/mistress meetings.

- Boarding Staff regularly use CPOMS and log any safeguarding concerns on this system.
- Boarding Tutors hold regular meetings with their tutees to discuss any issues that arise in both main school and boarding.
- Residential Housemasters see a number of students individually who have been identified as having a need for extra support. The regularity of these meetings will be determined by the needs of the students (Welfare Plans).
- Matron holds a daily clinic in the morning and after school to see any boarders who wish to see her regarding medication or for support.
- Room Risk Assessments are put together and reviewed on a termly basis (individual rooms may be reviewed more regularly if issues arise).
- Boarders have input (this information is not shared with other boarders) into their rooming allocation for the following year.
- Boarding Staff and Prefects receive additional guidance and/or training on Safeguarding within boarding and how to support fellow students if a disclosure occurred.
- The Head of Boarding is an ADSL and if a case of Child-on-Child Abuse is suspected he would meet with the DSL to discuss any risk assessment and whether this would impact on the victim or alleged perpetrator and their ability to remain within the boarding setting.

APPENDIX 1

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

<https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf>

APPENDIX 2

Brook Sexual Behaviours Traffic Light Tool

Behaviours: 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 9 – 13

- Solitary masturbation
- Use of sexual language including swear and slang words
- Having girl/boyfriends who are of the same, opposite or any gender
- Interest in popular culture, e.g. fashion, music, media, online games, chatting online
- Need for privacy
- Consensual kissing, hugging, holding hands with peers

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 9 – 13

- Uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- Verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- Exhibitionism, e.g. flashing or mooning
- Giving out contact details online
- Viewing pornographic material
- Worrying about being pregnant or having STIs

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 9 – 13

- Exposing genitals or masturbating in public
- Distributing naked or sexually provocative images of self or others
- Sexually explicit talk with younger children
- Sexual harassment
- Arranging to meet with an online acquaintance in secret
- Genital injury to self or others
- Forcing other children of same age, younger or less able to take part in sexual activities
- Sexual activity, e.g. oral sex or intercourse
- Presence of sexually transmitted infection (STI)
- Evidence of pregnancy

Behaviours: 13 to 17

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 13 – 17

- Solitary masturbation
- Sexually explicit conversations with peers
- Obscenities and jokes within the current cultural norm
- Interest in erotica/pornography
- Use of internet/e-media to chat online
- Having sexual or non-sexual relationships
- Sexual activity including kissing, hugging, holding hands
- Consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- Choosing not to be sexually active

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 13 – 17

- Accessing exploitative or violent pornography
- Uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress
- Withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- Concern about body image
- Taking and sending naked or sexually provocative images of self or others
- Single occurrence of peeping, exposing, mooning or obscene gestures
- Giving out contact details online
- Joining adult-only social networking sites and giving false personal information
- Arranging a face to face meeting with an online contact alone

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 13 – 17

- Exposing genitals or masturbating in public
- Preoccupation with sex, which interferes with daily function
- Sexual degradation/humiliation of self or others
- Attempting/forcing others to expose genitals
- Sexually aggressive/exploitative behaviour
- Sexually explicit talk with younger children
- Sexual harassment
- Non-consensual sexual activity
- Use of/acceptance of power and control in sexual relationships
- Genital injury to self or others
- Sexual contact with others where there is a big difference in age or ability
- Sexual activity with someone in authority and in a position of trust
- Sexual activity with family members
- Involvement in sexual exploitation and/or trafficking
- Sexual contact with animals
- Receipt of gifts or money in exchange for sex