

GRATELEY HOUSE SCHOOL

Safeguarding - Child on Child Abuse Policy 2025-26

Policy Reviewed By	Jean North, DSL
Date of Review	November 25
Date reviewed/approved by SLT	December 25
Date of Next Review	December 26



Jean North
Designated Safeguarding Lead



Eva Pereira
Deputy Designated Safeguarding Lead



Chris Bartel
Deputy Designated Safeguarding Lead



Melissa Morton
Deputy Designated Safeguarding Lead

Safeguarding Management Team

Role	Name
Designated Safeguarding Lead (DSL)	Jean North
Principal & Deputy Designated Safeguarding Lead	Eva Pereira
Vice Principal and Deputy Designated Safeguarding Lead	Chris Bartel
Behaviour Support Lead & Deputy Designated Safeguarding Lead	Melissa Morton

School Key Contacts

Role	Name	Telephone	Email
Principal	Eva Pereira	07736 615961	eva.pereira@cambianguroup.com
Chair of Governors	Andrew Sutherland	07701 314378	andrew.sutherland@caretech-uk.com
Safeguarding Governor	James Imber	07464 928305	james.imber@cambianguroup.com
Designated Safeguarding Lead	Jean North	07436 236243	Jean.north@cambianguroup.com
Mental Health Lead	Dr Sarah-Jane Knight	07884 255723	sarah-jane.knight@cambianguroup.com

Key County Contacts

Children & Families Service: Early Help

Locality Telephone Numbers: **01329 225379** (Professional's line)

Making a referral to the Multi-Agency Screening Team (MASH)

Inside of business hours (Monday – Friday / 9am – 5pm) please call **0300 5551384**

Outside of business hours (Monday – Friday / 9am-5pm) please call **0300 555 1373** to speak to the Emergency Duty Team.

For making a referral outside of **Hampshire authority** this **online tool** directs you to the relevant local children's social care contact number.

Hampshire Police constabulary

In an emergency call 999 / For all non-emergencies call 101
Home | Police.uk (www.police.uk)

Designated Officers for Managing Allegations (LADOs)

Duty LADO contact details

(consultations, new referrals and urgent matters)

Name: Fiona Armfield
Referrals to be submitted to lado@hants.gov.uk

Grateley House School is committed to a whole school approach to identifying, tackling and responding to child-on-child abuse, sexual harm/violence and harassment. This policy supports the guidance issued to Hampshire schools, that helps understand, identify and provides tools to respond to problematic/harmful sexual behaviours in schools. A child/student as described in the policy is a child and young person up until 18 years.

The Context

This policy should be read in conjunction with:

- [Keeping Children Safe in Education. Statutory Guidance for schools and colleges](#) All staff in a school should be familiar with the relevant sections that deal with Child on Child Sexual Violence and Harassment.
- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#). DfE, latest guidance for Principal, 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 \(Section Up skirting\)](#)

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse in our school and beyond. In cases where child on child abuse is identified we will use the local safeguarding procedures as set out by the Hampshire Safeguarding Children Partnership.

This policy should be read in conjunction with the following Grateley House School policies:

- Safeguarding and Child Protection Policy;
- Behavior Policy;
- Positive Peer Interactions Policy;
- E-safety Policy;
- PSHE policy;
- SRE policy;
- Children At Risk of Sexual Exploitation Policy.

Additional guidance can be found in:

- Prevent policy
- Self-harm policy

This Policy Applies To:

- the whole school including any activities provided by the school, as well as those outside of the normal school hours;
- all staff (teaching and support staff), students on placement, the proprietor and volunteers working in the school.

Availability

- The Child-on-Child Abuse policy, together with other safeguarding policies, is provided to prospective students, parents and guardians, when an enquiry for admission to the school is made.
- This policy is made available to parents or guardians of students on request to the school office, during the school day and is displayed on the school website.

Definition and context

Child on Child abuse is where a child, or a group of children, intentionally harm another child physically, sexually or emotionally. It can take many forms and can include (but is not limited to) bullying (including cyberbullying) sexual violence and sexual harassment, physical abuse, sexting, initiating, hazing type violence and rituals.

All staff should recognise that children are capable of abusing their peers and it is essential that all staff understand the importance of challenging inappropriate behaviours between peers. Certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh” must never be downplayed as “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. In worst case scenarios it can create a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

There is no clear boundary between incidents that should be regarded as abusive, and incidents that are more properly dealt with as bullying, sexual experimentation, etc. This is a matter of professional judgement. Grateley House School staff should refer to Hackett’s (2010) table of behaviours shown in this policy when making a professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are issues that require reporting on Behaviour Watch so that staff can respond and deal with them, but they are not generally seen as child protection issues. However, it may be appropriate to regard a young person’s behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The young person in question has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

It is also important to recognise the specific difficulties that children and young people with SEND may have in recognising appropriate behaviour. In this context it is important to focus on intent and the young person’s understanding of this. Developmental age as opposed to chronological age should also be taken into consideration when reflecting on age-appropriate behaviours.

Child on Child abuse safeguarding issues

Grateley House School staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

All staff should be vigilant for peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment (Harmful Sexual Behaviour)

- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.
- upskirting (taking a photograph under a person's clothing without their knowing and with the intention of sexual gratification or to cause humiliation or harm).

This abuse can:

- be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences.
- result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm.

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead (DSL) and/or Deputy DSL, have to make their own judgements about each specific case and should use this policy guidance to help. Failing this, the Designated Safeguarding Lead and deputies are always available to give further support.

Responsibility

Keeping Children Safe in Education (KCSiE), 2025 states that: 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of child-on-child abuse and sets out how allegations of child on child abuse will be investigated and dealt with'.

It also emphasises that the voice of the child must be heard.

Child on Child abuse is referenced in the **Safeguarding and Child Protection Policy**. The sensitive nature and specific issues involved with child on child necessitate separate policy guidance. At Grateley House School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

Abuse and harmful behaviour

It is necessary to consider:

- what abuse is and what it looks like
- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individual
- what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required.

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- Children can abuse other children. This can include (but is not limited to): abuse within intimate partner relationships;

bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before acting. They must refer to Hackett's (2010) table of behaviours.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

Prevention

Grateley House School minimises the risk of allegation against other students by:

- Providing a developmentally appropriate RSHE/British Values/SMSC curriculum which develops students' understanding of acceptable behaviour and keeping safe;
- Having a robust online and technology safety programme which develops students' knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking (in connection with Education and the Connected World 2018 KCCIS);
- Having robust monitoring and filtering systems in place to ensure students are safe and act appropriately when using information technology;
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Delivering targeted work on assertiveness and keeping safe to those students identified as being at risk;
- Developing robust risk assessments and providing targeted work for students identified as being a potential risk to other students.

Allegations against other students which are safeguarding issues

Allegations may be made against students by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse, sexually harmful behaviour, sexual exploitation, bullying, cyber bullying, gender-based bullying and sexting. If some of the following features are present, the allegation should be regarded as of a safeguarding nature.

The allegation:

- Is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student;
- Is of a serious nature, possibly including a criminal offence;
- Raises risk factors for other students in the school;
- Indicates that other students may have been affected by the student's behaviour;
- Indicates that young people outside the school may be affected by the student's behavior.

The definitions of different types of abuse can be found in Grateley House School Safeguarding and Child Protection Policy.

Procedure for Dealing with Allegations of Child-on-Child Abuse

When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed immediately. The following points should also be noted:

- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe;
- Confidentiality should not be promised as it is likely a concern will have to be shared further;
- It should be recognised that the young person has placed the staff member in a position of trust and therefore they should be supportive and respectful;
- The young person should be listened to carefully, whilst remaining non-judgmental, clear about boundaries, open about how the report will be progressed, not asking leading questions, and only prompting the young person where necessary with open questions (where, when, what, etc.);
- A written record should be made;
- The facts should be recorded as the child presents them and the notes should not reflect the personal opinion of the note taker;
- Staff should not view or forward illegal images of a child (See UKCCIS Sexting for advice).

What makes it Child on Child abuse

When staff log an incident between peers on Behaviour Watch they must check the behaviour against Hackett's (2010) table of behaviors. Any sexual behaviour that falls under the heading of 'Problematic' must be logged as a safeguarding cause for concern on Behaviour Watch so that it is brought to the attention of the DSL as a possible case of child-on-child abuse.

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 peer on peer abuse • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviour • Developmentally unusual and socially unexpected • 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 • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent physical / sexual abuse • Highly intrusive

Support for Students

Please remember that children with SEND are vulnerable children. Support should be provided for those raising concerns throughout the process and afterwards. At Grateley House School we will do this by providing access to a number of interventions such as:

- Targeted support from pastoral team within school;
- Referral to clinical team (if appropriate);

Students will be informed at each stage of the process of next steps and ultimately of the outcome of any investigation.

Monitoring of site for Child-on-Child abuse

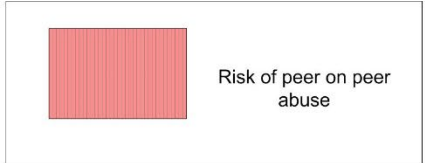
Staff should be vigilant for child on child abuse taking place on site during break and lunch. Areas that are at risk are highlighted on the site maps. Staff are expected to be alert to possible risks should students venture into these areas and are required to adopt a stance of 'eyes on' at all times during their break or lunch duty.

The site maps depict:

- The parkland
- The main school building.

Risk areas of possible child on child abuse are highlighted in red.





Monitoring and Review

The Principal and the DSL log all allegations received by the school and record how they were resolved. The record includes, at least: the student making the allegation, the other student(s) involved, the date of the allegation, the nature of the allegation, any action taken and the outcome of the allegation

The Proprietor monitors the allegation procedure, to ensure that all allegations are handled properly, considering any local or national decisions that affect the process, and making any modifications necessary to this policy. They also retain details of the number of allegations registered under the formal procedure during the preceding school year.

The Proprietor will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

The local content of this document and supporting procedures will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:



Eva Pereira
Principal
January 2026



Andrew Sutherland
Managing Director, Education Services, CareTech Group
January 2026