



Child on Child Abuse

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Learning Aims

For all leaders to:

- Learn more about what child on child abuse is
- Develop confidence in identifying and responding to concerns or incidents
- Identify and action preventative strategies

What else would you like from this session?

Quick question...

What is child-on-child abuse?

Child on child abuse

One of or repeated harm, that is on or offline. Often referred to as intentional

- bullying
- abuse by girlfriend, boyfriend or partner
- physical abuse
- sexual violence, such as rape and sexual assault
- sexual harassment
- sharing naked or semi-naked photos or videos with or without permission
- upskirting
- initiation/hazing type violence and rituals to harass, abuse and humiliate
- emotional abuse
- financial abuse
- coercive control

Where are we now?

- 2020. Everyone's Invited - anti-rape movement organisation based in the United Kingdom, focused on exposing rape culture through "conversation, education and support."
- 2022. KCSIE updated the term from peer on peer abuse to child on child abuse.

Prevalence

- 44% of young people were bullied in the last 12 months ([ABA](#))
- One child is raped in school on every school day, and in primary schools alone three sexual assaults are reported to the police every school day. (Everyone's Invited citing police figures in England and Wales)
- Sexual abuse online and harassment 'normalised' in schools - 9 out of 10 girls had received unsolicited images and been subject to sexist name calling (OFSTED June 2021)
- It is most prevalent among those aged 15 and over, 17% of whom said they had shared a nude or sexual photo of themselves. This accelerates quickly in the mid-teens, from 4% at age 13, to 7% at age 14 ([Internet Matters](#))
- Children with special educational needs and disabilities (SEND) are three times more likely to be abused than their peers." (cited in KCSIE)
- LGBTQIA+ and those experience poor mental health are also more likely to be victims

Discuss how it
might have been
showing up.

Responding Well

Recognising

1. Acknowledge its existence
2. Recognise
3. Challenge

Risk and needs assessments

Do not downplay it as:

- “Boys will be boys”,
- “just being kids”,
- “they don’t know what they’re doing”,
- “it’s all part of growing up”

Consider your own biases.

What could get in the way
/ barriers to recognising
and responding?

Responding Considerations

- Wishes of the victim
- The nature of the alleged incident(s)
- Ages and developmental stages of the children involved
- Any power imbalance between the children.
- If the alleged incident is a one-off or a sustained pattern of abuse
- That sexual violence and sexual harassment can take place within intimate personal relationships between children
- Importance of understanding intra familial harms and any necessary support for siblings following incidents
- Ongoing risks to the victim, other children, adult students or school or college staff, and
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation

Responding / Reporting Options

Generally the options will include:

1. Manage Internally
2. Early Help*
3. Report to Local Authority Children's Care
4. Reporting to the Police

* Early help may be particularly relevant for those that have specific additional or education needs, are young carers or has some prior involvement with the CJS or local authority already e.g. fostering.

Concerns, discussions, decisions and reasons for decisions should be recorded. If you're not sure speak with others where needed

1. Woodcraft Folk
 - a. Explore and discuss
 - b. Escalate
 - c. Get support
2. Police
3. NSPCC
4. Your Local Council

Prevention Strategies

Prevention Exploration

1. Proactivity and culture
 - a. Assessments
 - b. Policy and procedures
 - c. Behavioural expectations

2. Working with others
 - a. Multi-agency
 - b. Internal

3. Education and training
 - a. Staff and volunteers
 - b. Children and young people

Goal: a culture where children are safe, acceptable behaviours are known and understood and reporting is normalised.

Action Planning

Considering all you have explored today and the aim of keeping children safe either in pairs or by yourself consider and write up the following:

1. What will you do this week to strengthen safeguarding in the context on child on child abuse?
2. What will you achieve within the next month?
3. What might get in the way of you achieving these actions and what will you do to overcome them?
4. What else do you need to action and plan?

Resources

Farrer & Co - Addressing Child on Child Abuse

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Where else?

- Your own DSL
- UKCIS
- NYA Safeguarding and Risk Management Hub
 - Setting up your safeguarding culture
- Peer support
- DSL support
- Local authority children's social care
- Police
- NSPCC