

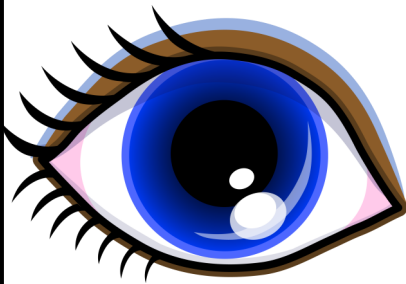
# Child on Child Abuse

## KCSIE Update—September 2022



### What is it?

Any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children both on and offline.



### What should we be looking for?

- \*Absence from school
- \*physical injuries
- \*Emotional / mental health issues
- \*Withdrawn
- \*Lack of self esteem
- \*Hurting others
- \*Changes in behaviour
- \*Tiredness
- \*Inappropriate behaviour



### What should we do about it?

- \*Assume it IS happening
- \*Inform DSL
- \*Make a written record
- \*Follow the schools safeguarding policy



### What should we **NOT** do?

- \*Dismiss it as banter
- \*Ask leading questions
- \*Promise confidentiality
- \*View photos or videos of any children

# KCSIE Updates

## September 2022

### Domestic Abuse

Be aware that:

- Children who witness domestic abuse are also victims
- Witnessing domestic abuse can have a lasting impact on a child
- Children can be victims, and perpetrators, in their own relationships too
- Domestic abuse can be physical, sexual, financial, psychological or emotional

### Child on Child Abuse

- Child-on-child abuse is the new name for peer-on-peer abuse
- It helps highlight that there can be an age imbalance, where peer-on-peer suggests the children are the same age

Be Aware:

- Children might not be ready or know how to tell someone about abuse they've experienced
- Children might not recognise their experiences as harmful
- They might be embarrassed, humiliated or threatened not to tell anyone about their abuse
- Their vulnerability, disability, sexual orientation or any language barriers could also be reasons why they don't tell someone about their experiences
- The barriers above shouldn't stop you being professionally curious and sharing any concerns you have about a child with the designated safeguarding lead (DSL)

### Sexual Violence

Guidance on sexual violence and sexual harassment between children in schools and colleges, which was previously a separate document, has been incorporated into Keeping Children Safe in Education

This gives the issue more prominence

### LGBTQ+

Part 2 of the guidance now highlights that pupils who are lesbian, gay, bisexual, transgender or questioning (LGBTQ+), or perceived to be, may be at greater risk of harm

Being LGBTQ+ in itself doesn't put them at greater risk, but they may be targeted by their peers, or might not have a trusted adult they can talk to

As school staff, you can help to create a safe space for pupils to speak out or share their concerns.