

Randlay Primary School and Nursery



Child-on-child Abuse Policy

All staff working in this setting maintain an attitude of 'it could happen here'.

Date of policy creation:	May 2026
Date of policy review:	May 2027 (Or sooner depending on Government recommendations)
Governing body approval:	June 2026

Guidance taken from:

Keeping Children Safe in Education (KCSIE)

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Statement of intent

The nature and prevalence of abuse between children clearly **remains of serious concern** across our country. Preventing and tackling child-on-child abuse plays a **key priority** for our school.

We believe that children have a right to attend school and learn in a **safe** environment. Children should be free from harm by adults and other children in school and at home.

Randlay Primary School and Nursery is committed to safeguarding and promoting the welfare of every pupil, both inside and outside of the school premises, and is aware that abuse against children can be inflicted by other children. We implement a whole-school preventative approach to managing child-on-child abuse, ensuring that the wellbeing of pupils is at the forefront of all action taken. We have adopted a whole school child-on-child risk assessment (appendix 5) outlining what measures we have in place to lower the risk of this abuse happening.

This policy sets out a clear and consistent framework for delivering this intent, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- **Creating a culture of mutual respect amongst all pupils** (through assemblies, our curriculum and through our behavior policy).
- **Teaching pupils about behaviour that is acceptable and unacceptable** (through our assemblies and our curriculum offer).
- **Identifying and making provision for any pupil that has been subject to abuse.** (Through our safeguarding policy and procedure).
- **Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child-on-child abuse and know to refer concerns to the DSL.** (Through ongoing training).
- **Ensuring that safeguarding policies and procedures are transparent, clear and easy to understand for staff, pupils and parents.** (We check this through induction, quizzes and spot checks during our Health and Safety Governor committee meetings).

The **lead DSL** is Lynda Stolic. The Deputy DSL's are trained to the same level and can also deal with issues and concerns linked to child protection including child-on-child abuse. **DSL deputies** - Kate White (Assistant Headteacher), SEND lead and EYFS lead , Victoriia Mantle , Pastoral Lead , Joanne Maddock - ICT Lead and Lucy Boden Year 2 teacher .

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Human Rights Act 1998
- Sexual Offences Act 2003
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- DfE 'Working together to safeguard children' 2025
- DfE 2025 'Keeping children safe in education'

Note: this policy will be re reviewed after the release of the 2025-2026 KCSIE

The policy also has regard to the following non-statutory guidance:

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2024) 'Information sharing'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- National Police Chief's Council (2020) 'When to call the police: guidance for schools and colleges'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Data Protection Policy
- Anti-bullying Policy
- Online Safety Policy

- Staff Code of Conduct

Definitions

“Child-on-child abuse” is defined, for the purposes of this policy, as any form of abuse inflicted by one child or a group of children, i.e individuals under the age of 18, against another child or group of children. This policy covers child-on-child abuse both inside and outside of school and both in person and online.

“Harmful sexual behaviour” is defined as any sexual behaviour which:

- Does not observe and respect any individuals on the receiving end of the behaviour, e.g. touching someone without their consent.
- Is inappropriate for the age or stage of development of the pupil.
- Is problematic, abusive or violent.
- May cause developmental damage.

Please note: Harmful sexual behaviour can occur online and/or face-to-face and can also occur simultaneously between the two.

This policy will use the following terms to describe pupils involved in child-on-child abuse:

- **Victim(s)** - the individual(s) against whom the abuse has, or has allegedly, been inflicted.
- **Perpetrator(s)** - the individual(s) exhibiting abusive behaviour against their peers.
- **Alleged perpetrator(s)** - individual(s) against whom a report of abusive behaviour has been made, where guilt has not yet been ascertained.

Please note: The use of the word 'alleged' does not mean that the pupil in question is not guilty of child-on-child abuse, that the school does not believe the allegation, or that the allegation will not be taken seriously. Staff will remember that the school has a legal duty of care to all perpetrators and alleged perpetrators who are pupils at the school, including a requirement to ensure they can access their

education. Staff will also keep in mind that, in some cases, the abusive behaviour will have been harmful to the perpetrator as well. Victims will be reassured that use of the term 'alleged perpetrator' is not an attempt to discredit their allegation.

Staff will also be conscious of the fact that not everyone who has been subjected to abuse considers themselves a victim or would want to be described this way. Staff will be prepared to use any term which the individual child is most comfortable. Staff will think very carefully about terminology when speaking in front of pupils, and the use of appropriate terminology will be determined on a case-by-case basis.

Roles and responsibilities

The governing board has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Hold the school to account for its obligations under the Human Rights Act 1998, the Equality Act 2010 and their local multi-agency safeguarding arrangements.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's arrangements for handling child-on-child abuse take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, ensuring that they are trained to the same standard as the DSL, and that the role is explicit in their job description(s).
- Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post.
- Ensure the DSL is given the additional time, funding, training, resources and support needed to carry out the role effectively.
- Make sure that pupils are taught about child-on-child abuse, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible risk of harm in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation in relation to child-on-child abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
 - Ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction that is regularly updated, in order to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust, whole-school approach to safeguarding.

The headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
 - Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
 - Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one and, where appropriate, Annex A of the 'Keeping children safe in education' (KCSIE) guidance, the Behaviour Policy, the Children Missing Education Policy, online safety training, and the identity & role (Annex C) of the DSL and any deputies.
- Ensure staff receive training on recognising indicators of abuse and handling disclosures or concerns about a pupil.

The DSL has a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners and the child death review partner.
- Make the necessary child protection referrals to appropriate agencies.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) [guidance](#).
- Liaise with the headteacher to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support for pupils who have been abused by, or who have abused, other pupils.
- Lead the school in taking a preventative approach to child-on-child abuse.
- Produce a whole setting risk assessment which highlights measures in place to lower the risk of child-on-child abuse happening.

Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation in relation to child-on-child abuse.
- Maintain an attitude of 'it could happen here'/'it does happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and understand that children can be at risk of harm inside and outside of the school, inside and outside the home, and online.
- Adhere to the early help process and understand their role in it.
- Understand and adhere to the procedure to follow in the event that a child confides they are being abused by a peer.
- Understand that children may not feel ready or know how to tell someone that they are being abused, and/or they may not recognise their experiences as harmful.
- Understand that technology is a significant component in many safeguarding issues.
- Support social workers in making decisions about individual children, in collaboration with the DSL.

- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Understand the importance of challenging inappropriate behaviours between children that are abusive in nature.
- Build trusted relationships with children and young people which facilitate communication.

Types of child-on-child abuse

Staff will familiarise themselves with the forms that child-on-child abuse can take, including but not limited to:

Physical abuse

A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to another child.

Sexual abuse

A form of abuse involving sexual activity between children – sexual abuse, for the purposes of this policy, is divided into two categories: sexual violence and sexual harassment.

“Sexual violence” encompasses the definitions provided in the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, i.e. non-consensual sexual touching, and causing another child to engage in sexual activity without consent, e.g. forcing someone to touch themselves sexually.

“Sexual harassment” refers to any sexual behaviour that could violate another child's dignity, make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment, including:

- Sexualised jokes, taunting or comments.
- Physical behaviour, e.g. deliberately brushing against someone.
- Online sexual harassment, including:
 - Upskirting.

- Sexualised online bullying.
- Unwanted sexual comments and messages, including on social media.
- Sexual threats or coercion.

The “**sharing of sexualised imagery**” can also constitute sexual harassment - this refers to the consensual and non-consensual sharing between pupils of sexually explicit content, including that which depicts:

- Another child posing nude or semi-nude.
- Another child touching themselves in a sexual way.
- Any sexual activity involving another child.
- Someone hurting another child sexually.

Staff will be aware that children creating, possessing, and distributing indecent imagery of other children is a criminal offence, even where the imagery is created, possessed, and distributed with the permission of the child depicted, or by the child themselves. Incidents of sharing sexualised imagery will be handled in line with the Youth Product Sexual Imagery Policy and the Child Protection and Safeguarding Policy.

The Hackett continuum, Brook Sexual Behaviours Traffic Light Tool, and NICE guideline Professor Hackett has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, which may be helpful when seeking to understand a child's sexual behaviour and deciding how to respond to it. Appendix 3

Alongside the notion of a continuum of HSB, the Brook Sexual Behaviours Traffic Light Tool can help professionals to identify, understand and respond appropriately to sexual behaviours in children.

- **Green behaviours** (Brook) are those that constitute normal behaviours on the continuum model.
- **Amber behaviours** (Brook) are those that are likely to [constitute] inappropriate or problematic behaviours on the continuum model.

- **Red behaviours** (Brook) are likely to be those classified as abusive or violent behaviours on Hackett's continuum.

Once identified harmful sexual behaviour (ie those behaviours that are not part of a child's normal sexual development) should be viewed within a child protection context and Children's Services should be contacted to provide assessment and recommendations if more specialist help is need. In some cases, children's HSB may be a marker of their own histories of abuse that need to be addressed.

In terms of identifying the sexualised behaviour, and what to consider in deciding where it sits on the continuum, the NSPCC suggests the following:

- **The age of the child or young person who has displayed the sexual behaviour.**
- **The age of the other children or young people involved.**
- **Is the behaviour unusual for that particular child or young person?**
- **Have all the children or young people involved freely given consent?**
- **Are the other children or young people distressed?**
- **Is there an imbalance of power?**
- **Is the behaviour excessive, degrading or threatening?**
- **Is the behaviour occurring in a public or private space?**

It also states that other behaviours might give cause for concern if they are particularly secretive or are being carried out in private after intervention from adults.

Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (cyberbullying)

Bullying will generally be handled in line with the Anti-bullying Policy; however, particularly severe instances will be handled in line with this policy and the Child Protection and Safeguarding Policy.

Online abuse

This involves the use of technology and the internet in order to harass, threaten or intimidate another child. Instances of online abuse will be managed in line with this policy, the Online Safety Policy and the Anti-bullying Policy.

Discriminatory behaviour

Discriminatory behaviour encompasses abuse inflicted on a pupil because of their protected characteristics, e.g. religion, ethnicity, gender, sexual orientation, culture, or any SEND. Discriminatory behaviour is never acceptable, and all cases will be handled in line with this policy and the Child Protection and Safeguarding Policy.

In accordance with the Equality Act 2010, schools will not tolerate unlawful discrimination against pupils because of any protected characteristics they may have.

Intimate partner abuse

This involves a romantic partnership between children in which one or both partners are emotionally, physically or sexually abusive to the other (sometimes known as 'teenage relationship abuse'). This could include:

- Repetitive insults.
- Controlling behaviour, e.g. preventing a child from socialising with others or deliberately isolating them from sources of support.
- Sexual harassment.
- Threats of physical or sexual abuse.

The school will manage intimate partner abuse in the same way as a case of abuse between any other children, i.e. via the processes outlined in the [Handling allegations of abuse against pupils](#) section of this policy, and in line with the Child Protection and Safeguarding Policy.

A useful overview of what constitutes child-on-child abuse is contained in appendix 2.

A whole-school approach to tackling child-on-child abuse

The school will continue to involve all members of the school community, including the governing body, staff, pupils, parents and other stakeholders, in creating a whole-school approach to child-on-child abuse.

The governing body will ensure that keeping children safe and protected from harm, including child-on-child abuse, is central to all policies and procedures implemented across the school. The school will ensure that procedures for handling child-on-child abuse are transparent, clear and understandable, and are readily accessible to any member of the school community who wishes to access them.

The school will implement a contextual approach to safeguarding pupils against child-on-child abuse and will ensure that all procedures take into account incidents of child-on-child abuse that occur outside of school or online.

The headteacher will ensure that all staff receive adequate training on handling child-on-child abuse.

School culture

The school will prioritise cultivating a safe and respectful environment amongst pupils, and ensure that all pupils are aware that the school will adopt a **zero-tolerance stance** on child-on-child abuse of any kind.

The school will promote respectful interactions amongst pupils, and all staff will model appropriate and respectful behaviour. Staff will take care to avoid normalising harmful behaviour, particularly harmful sexual behaviour, e.g. by refraining from the use of phrases such as 'boys will be boys' or describing such behaviour as 'just having a laugh' or 'part of growing up', as these phrases can lead to a culture of unacceptable behaviours and normalised abuse.

The school will ensure that wider societal factors that exacerbate the problem of child-on-child abuse are reflected in its approach to creating a preventative culture. This means that individuals who are more likely to be abused, e.g. girls or LGBTQ+ pupils, or who are at increased risk of acting as a perpetrator in abusive situations, e.g. due to abusive home situations or anger management issues, are given additional support from an early stage. The school will have a clear set of values and standards that will be upheld and demonstrated throughout all aspects of school life and will be underpinned by the school's policies, procedures and curriculum.

The school will manage all early help and intervention for pupils that show early signs of harmful behaviour, or early signs of being the victim of harmful behaviour, in line with the Child Protection and Safeguarding Policy.

Curriculum

The school maintains the position that education surrounding respectful and healthy attitudes and behaviour towards others is the best way to combat child-on-child abuse in the school. All staff, not just teaching staff, will be responsible for passing this knowledge on to pupils.

In order to prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum and extra-curricular activities.

The school ensures that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum. The school will also teach a planned programme of PSHE, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. In our school we have developed a 'Life Learning' curriculum which covers all aspects. As well as this we run themed focus weeks e.g. Expect Respect which looks at healthy relationships in an age appropriate way. Assemblies offer ensure that the children regularly visit topics and hence 'know and remember more'.

Such content will be fully inclusive, age and stage of development appropriate (especially when considering the needs of pupils with SEND), and tackle issues such as the following:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- How to recognise an abusive relationship, including coercive and controlling behaviour
- LGBTQ+ identities and relationships
- Body confidence and self-esteem
- What constitutes as sexual violence and sexual harassment and why these are always unacceptable

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. In our school we capture learning through the 'Life Learning' floor books. They will be taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled. See appendix 1 for an example of a Year 6 quiz.

The curriculum will ensure that pupils of all ages are taught about and understand the concept of consent and its importance in an age-appropriate way.

Protecting pupils with increased vulnerability to child-on-child abuse

The school is aware that, while child-on-child abuse can be perpetrated by, and against, anyone, there are certain groups of pupils who are at an increased risk of being on the receiving end of child-on-child abuse.

Staff will be careful to acknowledge the increased risk certain pupils face while refraining from making assumptions about the nature of any reported, witnessed or suspected abuse. Staff will be aware that pupils who are generally at increased risk of abuse can also be perpetrators of abuse.

The school will ensure that action is taken, where possible, before major concerns arise; therefore, incidents of low-level abuse related to the characteristics of the below groups will be handled in line with early help procedures, which are laid out within the Child Protection and Safeguarding Policy and the Reporting Low-level Safeguarding Concerns Policy.

Girls

Staff will be aware that girls are more likely to be on the receiving end of child-on-child sexual abuse than their male counterparts, and that sexual violence and harassment against girls is very common and accounts for the majority of cases.

Taking into account that sexual harassment against girls is widespread in society, and largely based in gender inequality, the school will aim to encourage gender equality in all aspects of its operations. The school will aim to promote and nurture healthy attitudes and relationships amongst pupils of all genders, e.g. by challenging and working to deconstruct gender stereotypes in school.

Staff will challenge any incidents of misogynistic language or gender-based abuse, whether of a sexualised nature or not, as holding misogynistic viewpoints can make a pupil more likely to commit sexualised violence in the future.

Governors carry out single sex pupil voice to gather views in a safe space. (See committee minutes).

LGBTQ+ pupils

Staff will be aware that pupils who are LGBTQ+, or are perceived to be LGBTQ+ whether they are or not, are more likely to be targeted by their peers, e.g. for discriminatory bullying.

The school will hold a zero-tolerance policy towards pupils using homophobic, biphobic or transphobic language, regardless of whether or not the language is being directed at another individual. Every staff member will be individually responsible for challenging such behaviour and making clear to all pupils that any abuse towards pupils who are LGBTQ+, or who are perceived to be, is unacceptable.

The school will ensure that it is able to provide a safe space for LGBTQ+ pupils to speak out and/or share their concerns with members of staff.

Pupils with SEND

Staff will be aware that pupils with SEND are at increased risk of child-on-child abuse, as they are three times more likely to be abused than their peers. The school will ensure that there are mechanisms in place to support pupils with SEND in reporting abuse, with due regard that these pupils may face additional barriers to reporting abuse and that spotting signs of abuse in these pupils may be harder.

Staff will avoid assuming that changes in the behaviour of pupils with SEND are as a result of their needs or disability and will report any concerns to the DSL. The DSL and the SENCO will collaborate in the handling of instances of abuse towards pupils with SEND to ensure that barriers to communication can be effectively managed.

Black, Asian and minority ethnic (BAME) pupils

Staff will be aware that minority ethnic pupils, particularly black pupils, may be less likely to report abuse committed against them, and may be more likely to be misidentified as perpetrators of abuse.

The school will hold a zero-tolerance policy towards pupils using racist language, regardless of whether the language is being directed at another individual. Every staff member will be individually responsible for challenging such behaviour and making clear to all pupils that any abuse towards pupils from BAME backgrounds is unacceptable.

Staff will also be aware that BAME girls, BAME pupils with SEND, or BAME LGBTQ+, or perceived LGBTQ+ pupils, are likely to face increased abuse due to the intersection of these identities. Staff will be vigilant with regard to these pupils and the ways in which other pupils behave towards them, in order to ensure any incidents or potential incidents can be handled as soon as they occur.

Channels for pupils to report abuse

Pupils will be able to report incidents of child-on-child abuse or concerns about the behaviour of their peers through the following channels:

- Talking to a 'trusted adult' in school - more often this would be a teacher, teaching assistant or member of the pastoral team.
- Putting a worry into the class worry box or by the by the pastoral rooms.
- Calling Child Line

Staff will complete a report on our digital reporting system CPOMS. This report will be fully investigated by a DSL. As part of our commitment to our pupils, we have identified the following deputy DSL, who is not part of our settings senior leadership team, as staff in our setting, pupils can report child-on-child abuse too, if they choose not to report directly to a member of the senior leadership team.

- All incidents of child-on-child abuse are collated and analysed so that trends can be identified and if necessary further actions applied eg additional CPD for staff.

All channels for reporting abuse will be promoted and publicised throughout the school, and all pupils will be made aware of how, and to whom, to report incidents of abuse. The school will also ensure pupils are aware of the type of behaviour that should be reported, ranging from criminal behaviour, e.g. sexual assault, to everyday harassment, e.g. sexualised jokes or inappropriate comments, to ensure that victims do not view their experience as 'not serious enough' to report.

The school will maintain a culture that promotes reporting abuse, whether the individual reporting is the victim, a bystander, or a friend or relative of the victim. Staff will address any incidents of pupils equating reporting abuse to 'snitching' or being a 'tattle-tale', and will convey to these pupils how important it is to report abuse to help tackle the wider problem of child-on-child abuse in schools.

Staff identifying and reporting concerns

Staff will receive safeguarding training as part of their induction, and regular refresher training eg through staff meetings, training days or email updates. This training will include guidance on how to recognise indicators of child-on-child abuse of all kinds, and how to distinguish between behaviour, particularly sexual behaviour, that is developmentally appropriate and that which is harmful.

When identifying pupils at risk of potential harm or who have been harmed by their peers, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem
- Changes to their social group, e.g. spending time with older pupils, or social isolation
- Alcohol or substance misuse

Where a pupil is displaying signs of being impacted by child-on-child abuse, or perpetrating child-on-child abuse, staff will report this to the DSL as soon as is reasonably practical.

Staff will challenge all instances of abusive or harmful behaviour displayed by pupils that they witness or are reported to them. Staff will not wait for concerns or situations between pupils to escalate before intervening; minor or singular instances of abusive behaviour will still be brought to the attention of the DSL and the pupil will always be spoken to about their behaviour and disciplined, where appropriate, in line with the Behaviour Policy.

Staff will enforce the school's policy that no known and substantiated incident of abusive or harmful behaviour between pupils will occur without consequences for the perpetrator(s), although these consequences will be decided on a case-by-case basis and will take into account the views of any victims involved, the context of the behaviour and the severity of the incident.

Staff will be aware that just because a victim of abusive behaviour does not report the behaviour or react to the behaviour negatively, this does not mean that the behaviour is not still harmful; staff will be made aware that some pupils will be uncomfortable challenging their peers on inappropriate behaviour, or may not be aware themselves that the behaviour is abusive.

Staff will ensure that both the perpetrator(s), or alleged perpetrator(s), and the victim(s) understand that such behaviour inflicted by or against them was unacceptable; staff will be made aware that failing to challenge a pupil on unacceptable behaviour can normalise that behaviour not just for the pupil in question, but for all pupils who see the behaviour going unchallenged.

Staff will remain cognisant that downplaying abusive behaviour can lead to a culture of unacceptable behaviour throughout the school and, as such, will treat all displays or reports of abusive behaviour with the utmost severity and sensitivity in order to reinforce to all pupils that such behaviour will not be tolerated, and to prevent further instances of this behaviour in the future.

Handling allegations of abuse against pupils

Staff will always, when handling an incident of alleged abuse, take the report of the victim seriously, reassure them, support them and work to keep them safe. Victims will never be made to feel like they are causing a problem by reporting **any** form of abuse, be made to feel ashamed, or have their experience minimised by staff at the school. Staff will be aware of the importance of not downplaying any reports of abuse; however, will ensure that they remain sympathetic, and observant of the duty of care, to both the alleged perpetrator(s) and victim(s).

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action - they will never assume that someone else will deal with it, or wait for a disclosure. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves, and the discussion will be handled sensitively and with the help of children's social care where necessary. If staff are in any doubt, they will speak to the DSL. All staff will be aware that pupils

may not feel ready or know how to tell someone that they are being abused, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have any concerns.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same and the incident will be treated equally as seriously and investigated in the same way as an incident that took place in school.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the pupil chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the pupil with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure; staff will ensure they remain engaged and not appear distracted.
- Understanding that victims may not disclose the whole picture immediately and may be more comfortable providing information on a step-by-step basis.
- Ensuring that dialogue is kept open and encouraged.
- Only recording the facts as the pupil presents them - not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. The school will adhere to the principle that, even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk
- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to children's social care
- Rape, assault by penetration and sexual assault are crimes - reports containing any such crimes will be passed to the police

The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved. When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk assessment/support and safety plan

A whole school risk assessment is in place to highlight risk and what the school has in place to lower the risk of child-on-child abuse from happening. (See appendix 5).

For cases of child-on-child abuse the DSL or a deputy will make an immediate risk and needs assessment/develop a support and safety plan, any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment/support and safety plan will be considered on a case-by-case basis. Risk assessments/support and safety plans are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required. (See school risk assessment/support and safety plan appendix 4).

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other pupils at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded, either on paper or electronically, and kept under review in accordance with the school's Data Protection Policy.

Taking action following a disclosure

The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the pupils involved.
- Any power imbalance between the pupils.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.

- Any related issues and the wider context, such as whether there are wider environmental factors in a pupil's life that threaten their safety and/or welfare.
- The best interests of the pupil.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other pupils involved.

For reports of rape and assault by penetration, the alleged perpetrator will be removed from any classes shared with the victim whilst the school establishes the facts. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately. In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Where a pupil is found to have been involved in harmful sexual behaviour, e.g. non-consensually sharing indecent imagery of another pupil, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

Managing the report

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to children's social care or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help

- Referring to children's social care
- Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions:

- The age of consent is 16.
- A child under the age of 13 can **never** consent to sexual activity.
- Sexual intercourse without consent is **always** rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is **illegal** - including children making and sending images and videos of themselves.

Managing internally

In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Providing early help

The school may decide that statutory interventions are not required, but that pupils may benefit from early help - providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent the escalation of sexual violence.

All staff will be aware of their local early help process and understand their role in it.

Referral to children's social care (Family Connect)

If a pupil has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to children's social care. Parents will be informed unless there is a compelling reason not to do so, e.g. if the referral will place the victim at risk. This decision will be made in consultation with children's social care.

The school will not wait for the outcome of an investigation before protecting the victim and other children.

The DSL will work closely with children's social care to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions. If children's social care decides that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the pupil to be in immediate danger or at risk of harm. If the school agrees with the decision made by children's social care, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

Reports of rape, assault by penetration or sexual assault will be passed on to the police - even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to children's social care. The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the pupil with any decision they take, in unison with children's social care and any appropriate specialist agencies.

The DSL and governing board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity. The DSL will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Bail conditions

Pupils against whom further action is taken by the police may be released under bail conditions or 'released under investigation' (RUI) in circumstances that do not warrant the application of bail. Where this occurs and the perpetrator returns to school, the school's primary focus will be conducting an assessment of the risk the perpetrator poses to the victim or other pupils and staff at the school, both physically and in terms of trauma or emotional stress, and implementing any mitigating measures necessary to reduce the harm caused.

The school will work with children's social care and the police to support the victim, alleged perpetrator and other pupils, especially witnesses, during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

The school will liaise with police investigators to develop a balanced set of arrangements whereby both the alleged perpetrator and the victim can continue to receive a suitable education without compromising any ongoing investigations or the emotional state of the victim.

Managing delays in the criminal justice system

The school will not wait for the outcome, or even the start, of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The end of the criminal process

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable. The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring 'no further action', the school will offer support to the victim and alleged perpetrator for as long as is necessary. Staff will be aware that the victim is likely to be traumatised and the fact

that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support. The alleged perpetrator will also be offered ongoing support if needed, as they have also been through a difficult and upsetting experience.

The headteacher will carefully consider, on a case-by-case basis, whether allowing the victim and the alleged perpetrator to share classes or attend the same activities is conducive to either party's effective education, and will implement alternative arrangements, in consultation with the DSL (and SENCO where the victim or alleged perpetrator has SEND), where necessary.

Ongoing support for the victim

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a step-by-step basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

Staff will be aware that victims may struggle in a normal classroom environment. Whilst the school will understand that it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. The school will ensure that this will only happen when the victim wants it to, not because it makes it easier to manage the situation. The school will provide a physical space for victims to withdraw to.

The school will be aware that victims may require support for a long period of time and will be prepared to offer long-term support in liaison with relevant agencies. The school will ensure that everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made. If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents. If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

Any decisions made regarding the support required for an alleged perpetrator will be made with the following considerations in mind:

- The terminology the school uses to describe the alleged perpetrator
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary
- Their age and developmental stage
- What a proportionate response looks like
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials
- What the outcome of the investigation was

When making a decision, advice will be taken from children's social care, specialist sexual violence services and the police as appropriate. If the alleged perpetrator moves to another school, for any reason, the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

If the reported abuse is found to have taken place, the school will work with professionals, as required, to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing will not prevent the school reaching its own conclusion and imposing an appropriate penalty.

The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and children's social care will be consulted where necessary. The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time. The school will be clear whether action taken is disciplinary, supportive or both.

Shared classes

Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of pupils will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator remains at the school, the school will keep the victim and perpetrator in separate classes and manage

potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other pupils

Pupils who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support. It is likely that pupils will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school will keep in mind that contact may be made between the victim and alleged perpetrator, and that harassment from friends of both parties could take place via social media, and will do everything in its power to prevent such activity.

As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both the victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

Monitoring and review

This policy will be reviewed annually by the DSL team and shared with Governors.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

Policy Review

This policy will be reviewed annually by the Designated Safeguarding leads.

Next review: September 2027 or more frequently in line with further recommendations

Appendices:

Appendix 1

Possible resource to adapt for Year 6 pupils – teachers may link this to the content taught through our PSHE Curriculum.

Child-on-child Abuse Quiz for Year 6

Work together to answer the following questions. If you don't know leave it blank and you can complete the answer when we go through the quiz.

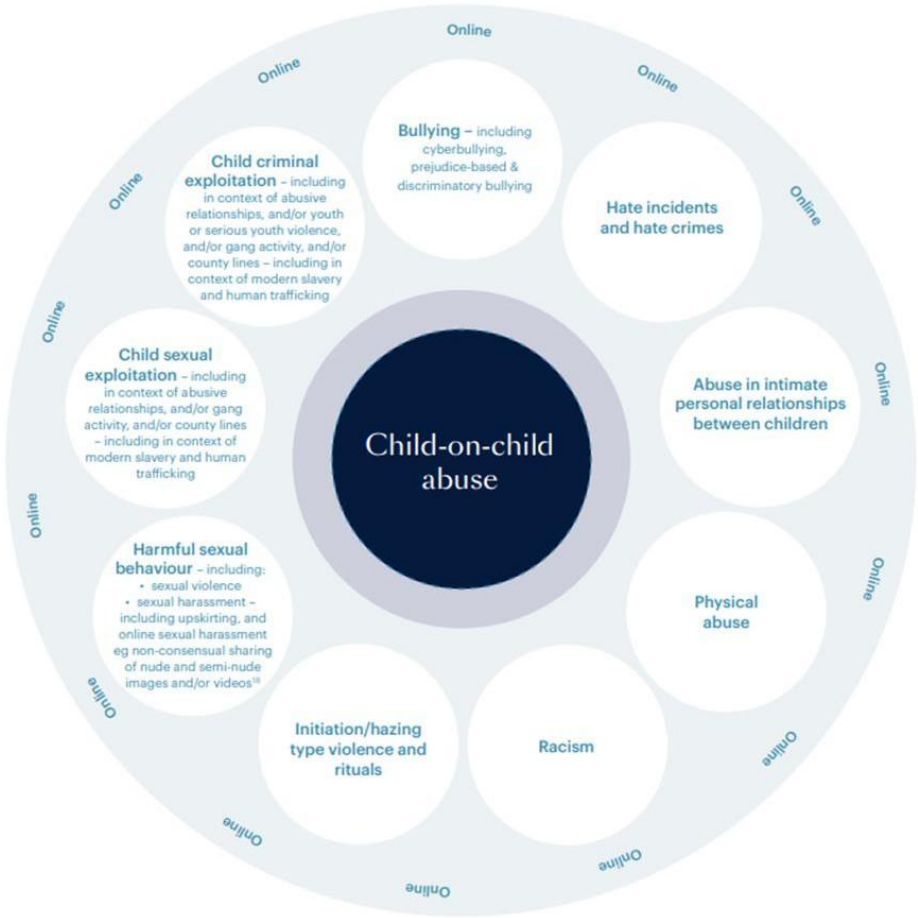
Names in group:

Names in group:		
No.	Question	Answer
1.	Can you briefly describe what abuse is?	
2.	What do you understand by child-on-child abuse?	
3.	Can you list the different types of child-on-child abuse?	
4.	What is sexting?	

5.	If you are in a good relationship, what would you experience?	
6.	What might you experience if you are in a bad relationship?	
7.	Can you list some of the signs that might indicate someone is being abused?	
8.	What would you do if you think you are being subject to child-on-child abuse?	
9.	Name three adults in school you could talk to.	
12.	How can we stop child-on-child abuse happening?	
13.	What would you do if someone else is subjected to child-on-child abuse?	
14.	Do you have any questions you would like to ask?	

Many thanks for taking part in the child-on-child Abuse quiz

Appendix 2 - Overview of child-on-child abuse diagram.



Appendix 3 Hackett continuum,

Brook Sexual Behaviours Traffic Light Tool

Key staff have received previous training on using the Brook Tool kit and have more resources in school. The Lead DSL has received further training in the use of this tool in October 2023.

<https://telfordeducation.sharepoint.com/sites/TAW313/Shared%20Documents/Staff%20Resources/CPD%20resources/TLT%20booklet/TLT%20Booklet%202021.pdf>

Normal	Inappropriate	Problematic	Abusive	Violent
• Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making	• Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal	• Problematic and concerning behaviour • 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	• Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure compliance • Intrusive • Informed consent lacking or not able to be freely given • May include elements of expressive violence	• Physically violent sexual abuse • Highly intrusive • Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour • Sadism

Appendix 4

Support and safety plan

Child-on-Child Sexual Abuse/ Harmful Sexual Behaviour

A support and safety plan should:

- Be as clear and user friendly as possible.
- Be proportionate, and not stigmatise or shame the (as relevant to each particular case) alleged perpetrator(s), or victim(s), or other child/children who may be affected by the alleged behaviour.
- Set out all relevant background information – including an overview of: the context; › the specific concern(s) or allegation(s); › any relevant detail about the relationships, and any power differentials between the children concerned; and › the frequency of the alleged behaviour and any changes in it over time. Details should also be shared of action taken regarding the alleged concern(s) or allegation(s), and any advice provided by local authority children's social care, and/or the police, and/or other relevant agencies in accordance with the locally agreed multiagency safeguarding arrangements, and/or any other practitioner(s) working with the child/ children concerned.
- Set out any relevant information regarding the child/children concerned. For example: › any relevant medical information; › any impact on their academic performance or social life (views of the parents or teachers may be helpful); and › any previous concerns about their behaviour, needs or harm that they may have been exposed to in the past.

Information should be shared on their wishes and feelings regarding the proposed support and safety plan.

- Identify and assess the nature and level of risk that is posed and/or faced by the child/ children concerned: a. in school – such as that which may arise in relation to locations, activities, contact with particular students and influential peer groups, or transport arrangements to and from school or college; and b. contexts outside the school or college – including at home, in relationships with friends, peer groups, interactions in the neighbourhood and/or during online activity. In order to give children a sense of freedom and opportunity to develop, spaces where no extra supervision is required should be promoted as far as is safe to do so.

Please note we will use terminology that children are comfortable with.

Support and safety plan

Child-on-Child Sexual Abuse/ Harmful Sexual Behaviour

NAME OF PERPETRATOR or alleged perpetrator /YEAR GROUP:

NAME OF VICTIM/YEAR GROUP:

DATE:

DSL FILLING IN THIS FORM:

DSL's - PLEASE SAVE THIS FORM ON CPOMS DOCUMENT VAULT AND REGULARLY REVIEW.

ASPECTS TO CONSIDER	RISK (CONSIDER THOSE ALLEGED TO HAVE BEEN ABUSED, THOSE ALLEGED TO HAVE ABUSED, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
What are the wishes of those alleged to have been abused? Carry out 'wishes and feelings' session.				
What was the nature of the incident?				
Was it a crime?				
What are the ages of the children involved?				
What are the developmental stages of the children involved?				

ASPECTS TO CONSIDER	RISK (CONSIDER THOSE ALLEGED TO HAVE BEEN ABUSED, THOSE ALLEGED TO HAVE ABUSED, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
Consider the power balance between those alleged to have been abused and those alleged to have abused – For example, are those alleged to have abused significantly older, more mature or more confident? Does those alleged to have been abused have a disability or learning difficulty or do they have a protected characteristic?				
Is the alleged incident one off or a sustained pattern of abuse?				
Is it necessary to limit contact between the children involved? Refer to KCSIE				
Is there an actual or perceived threat from those alleged to have abused to those alleged to have been abused and/or others?				

ASPECTS TO CONSIDER	RISK (CONSIDER THOSE ALLEGED TO HAVE BEEN ABUSED, THOSE ALLEGED TO HAVE ABUSED, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
Is either those alleged to have been abused or those alleged to have abused at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
Do they share classes?				
Do they share break times?				
Do they share transport to/from school?				
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
How can such contact be limited?				
Is there a risk of harm from social media and gossip?				

Further action taken by the school:

Action	YES/NO	Date and by whom	Reasons for this course of action
Compulsory action:	YES		Compulsory action
Family connect informed			
Police informed			
Referral to MASH			
Referral to external support services – Early help			
Referral to external support services – Children’s social care via Family connect			
Referral to internal support services – Pastoral support			
Referral to BeeU			
Referral to early help			
Other			

Appendix 5

Whole school risk assessment focussing on what the school already does to lower risk of child-on-child abuse happening and next steps.

Child on Child Prevention Risk Assessment 2025 – 2026 DSL: R.Cook	<i>All staff working with children are advised to maintain an attitude of ‘it could happen here’ and this is especially important when considering child-on-child abuse. Keeping Children Safe In Education</i> Randlay primary School & Nursery is committed to safeguarding and promoting the welfare of every pupil, both inside and outside of the school premises, and is aware that abuse against children can be inflicted by other children. We implement a whole-school preventative approach to managing child-on-child abuse, ensuring that the wellbeing of pupils is at the forefront of all action taken. The breadth of issues classified within Child-on-Child Abuse is considerable and ever evolving. This risk assessment highlights those risks and the measures we have in place to reduce this risk. All staff in our setting have access to and are aware of this risk assessment.						
	Risk Assessment for the prevention of Child-on-Child Abuse	Randlay Primary School & Nursery	Activity in school with a link to contextual safeguarding and therefore activity off the school site also.			Carried out by:	
Risk Assessment							
Area of risk	Area of Child-on-Child	Prevention: How we lower these risks	Low	Medium	High	By whom?	By when?
A child or children being the subject to or the instigator of bullying	Bullying (including cyberbullying, prejudice-based and discriminatory bullying)	-The school prioritises cultivating a safe and respectful environment with zero-tolerance of bullying of any kind. - Behaviour policy is in place and shared with staff as well as being available on the school website. - Inclusive, broad and balanced curriculum which addresses safeguarding in an age-appropriate way to keep children safe (see ‘How		*		All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year

		we keep children safe' document - Teaching and addressing of the 3 B's - Tailored staff CPD including Raising Awareness and PREVENT - Regular promoting of positive behaviours and rewarded through our behaviour policy - Regular assemblies to promote positive relationships and what bullying behaviours look like - Staff showing professional curiosity - Robust monitoring and record keeping from DSL team.					
A child or children being subject to or the instigator of abuse in intimate personal relationships	Intimate partner abuse Abuse in intimate personal relationships	-The school prioritises cultivating a safe and respectful environment with zero-tolerance of intimate partner abuse. - Children are educated on healthy, non-violent relationships through daily practice as well as Expect Respect week (which follows guidance from Operation Encompass) - Inclusive, broad and balanced curriculum which addresses safeguarding in an age-appropriate way to keep children safe (see 'How we keep children safe' document - Tailored staff CPD including Raising Awareness and PREVENT -Regular assemblies to promote positive relationships. - Staff showing professional curiosity	*			All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year

		- Robust monitoring and record keeping from DSL team. - NSPCC assembly and workshop (every two years)					
A child or children being subject to or the instigator of hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an element of online which facilitates, threatens and/or encourages physical abuse)	Physical Abuse	-The school prioritises cultivating a safe and respectful environment with zero-tolerance of physical abuse of any kind. - Behaviour policy is in place and shared with staff as well as being available on the school website. - Teaching and addressing of the 3 B's Tailored staff CPD including Raising Awareness and PREVENT - Inclusive, broad and balanced curriculum which addresses safeguarding in an age-appropriate way to keep children safe (see 'How we keep children safe' document - Regular assemblies to promote positive relationships including what bullying behaviours look like - Staff showing professional curiosity - Robust monitoring and record keeping from DSL team. - NSPCC assembly and workshop (every two years)		*		All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year
A child or children being subject to or the instigator of rape, assault by penetration	Sexual Violence (sexual abuse)	-The school prioritises cultivating a safe and respectful environment with zero-tolerance of sexual abuse.	*			All staff have a responsibility	Throughout the year

and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);		- Behaviour policy is in place and shared with staff as well as being available on the school website. - Teaching and addressing of the 3 B's - Tailored staff CPD including Raising Awareness and PREVENT - Parent communication on CSE - Inclusive, broad and balanced curriculum which addresses safeguarding in an age-appropriate way to keep children safe (see 'How we keep children safe' document - Regular assemblies to promote positive relationships including the PANTS Rule - Staff showing professional curiosity - Robust monitoring and record keeping from DSL team. - Regular E-safety parent communication - NSPCC assembly and workshop (every two years)				DSLs/SMT to regularly monitor and review	
A child or children being subject to or the instigator of sexual comments, remarks, jokes and online sexual harassment, which may be	Sexual Harassment (sexual abuse)	-The school prioritises cultivating a safe and respectful environment with zero-tolerance of sexual abuse. - Behaviour policy is in place and shared with staff as well as being available on the school website. - Teaching and addressing of the 3 B's		*		All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year

stand-alone or part of a broader pattern of abuse		- Tailored staff CPD including Raising Awareness and PREVENT - Parent communication on CSE - Inclusive, broad and balanced curriculum which addresses safeguarding in an age-appropriate way to keep children safe (see 'How we keep children safe' document. - Regular assemblies to promote positive relationships including the PANTS Rule - Staff showing professional curiosity - Robust monitoring and record keeping from DSL team. - Regular E-safety parent communication - NSPCC assembly and workshop (every two years)					
A child or children being subject to or the instigator of forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party	Causing someone to engage in sexual activity without consent (sexual abuse)	-The school prioritises cultivating a safe and respectful environment with zero-tolerance of sexual abuse. - Behaviour policy is in place and shared with staff as well as being available on the school website. - Teaching and addressing of the 3 b's - Tailored staff CPD including Raising Awareness and PREVENT - Parent communication on CSE - Inclusive, broad and balanced curriculum which addresses safeguarding in an age-appropriate	*			All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year

		way to keep children safe (see 'How we keep children safe' document and Life Learning curriculum). - Regular assemblies to promote positive relationships including the PANTS Rule - Staff showing professional curiosity - Robust monitoring and record keeping from DSL team. - NSPCC assembly and workshop (every two years)					
A child or children being subject to or the instigator of sharing nudes and semi nudes images and videos	Consensual and non-consensual sharing (sexual abuse)	-The school prioritises cultivating a safe and respectful environment with zero-tolerance of sexual abuse. - Behaviour policy is in place and shared with staff as well as being available on the school website. - Teaching and addressing of the 3 b's. - Tailored staff CPD including Raising Awareness and PREVENT - Parent communication on CSE - Inclusive, broad and balanced curriculum which addresses safeguarding in an age-appropriate way to keep children safe (see 'How we keep children safe' document and Life Learning curriculum). - Y5/6 SNAPTRAP theatre production (theme: sexting)	*			All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year

		- Regular assemblies to promote positive relationships including the PANTS Rule - Staff showing professional curiosity - Robust monitoring and record keeping from DSL team. - Regular E-safety parent communication - NSPCC assembly and workshop (every two years)					
A child or children being subject to or the instigator of 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	Upskirting (sexual abuse)	-The school prioritises cultivating a safe and respectful environment with zero-tolerance of sexual abuse. - Behaviour policy is in place and shared with staff as well as being available on the school website. - Teaching and addressing of the 3 b's - Tailored staff CPD including Raising Awareness and PREVENT - Parent communication on CSE - Inclusive, broad and balanced curriculum which addresses safeguarding in an age-appropriate way to keep children safe (see 'How we keep children safe' document and Life Learning curriculum). - Y5/6 SNAPTRAP theatre production (theme: sexting)	*			All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year

		- Consent lessons from EYFS through to Y6, as part of Life Learning curriculum. - Regular assemblies to promote positive relationships including the PANTS Rule - Staff showing professional curiosity - Robust monitoring and record keeping from DSL team. - Regular E-safety parent communication - NSPCC assembly and workshop (every two years)					
A child or children being subject to or the instigator of 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).	Initiation/hazing type violence and rituals (may involve a range of abuse)	-The school prioritises cultivating a safe and respectful environment with zero-tolerance to initiation/hazing type violence - Behaviour policy is in place and shared with staff as well as being available on the school website. - Inclusive, broad and balanced curriculum which addresses safeguarding in an age-appropriate way to keep children safe (see 'How Y5/6 Crucial Crew	*			All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year

		- Teaching and addressing of the 3 b's - Tailored staff CPD including Raising Awareness and PREVENT - Regular promoting of positive behaviours and rewarded through our behaviour policy - Regular assemblies to promote positive relationships and what bullying behaviours look like - Staff showing professional curiosity - Robust monitoring and record keeping from DSL team. - Regular E-safety parent communication					
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