



Child-on-Child Abuse and Harmful Behaviour Policy

Reviewed: September 2026 (in line with Keeping Children Safe in Education 2026)

Next review: September 2027 or following legislative change

Approved By: Governing Body H&S Autumn 1

This policy reflects the expectations outlined in *Keeping Children Safe in Education 2026* (KCSIE 2026), which makes clear that child-on-child abuse is most likely to include, but may not be limited to, bullying (including cyberbullying), prejudice-based and discriminatory bullying, abuse in intimate personal relationships, physical abuse, harmful sexual behaviour (HSB), sexual violence, sexual harassment, causing someone to engage in sexual activity without consent, consensual and non-consensual sharing of nude and semi-nude images, upskirting, initiation and hazing-type violence and rituals, and all forms of online abuse.

Statement of Intent

At Newdale Primary School and Nursery, we are committed to safeguarding and promoting the welfare of all children. We recognise that children can abuse other children and that child-on-child abuse can occur both inside and outside of school, online and offline.

We understand that child-on-child abuse is a safeguarding issue and should never be dismissed as:

- banter
- horseplay
- having a laugh
- part of growing up
- rites of passage
- friendship issues
- boys being boys
- girls being girls

Abuse is abuse and will **never** be tolerated.

We recognise that child-on-child abuse can have a significant and lasting impact on the emotional, physical, social and mental wellbeing of children and can adversely affect their educational attainment. Some behaviours may also meet the threshold of a criminal offence.

The school adopts a child-centred, trauma-informed and contextual safeguarding approach. We recognise that children may experience harm in a range of environments including:

- school
- home
- the local community
- online environments
- transport
- clubs and activities
- friendship groups

We are committed to:

- Creating a culture of safety, respect and inclusion.
- Preventing abuse through education and early intervention.
- Listening to and taking seriously all concerns.
- Supporting children who have experienced harm.

- Supporting children who have displayed harmful behaviour.
- Working effectively with families and external agencies.
- Ensuring robust safeguarding procedures are followed at all times.
- Regularly reviewing safeguarding practice, trends and emerging risks.

All staff maintain an attitude of:

"It could happen here"

We recognise that even low-level harmful behaviours can create an unsafe culture, that normalises inappropriate behaviour and increases the risk of leading to sexual violence, if left unchallenged. We respond to all signs, reports and concerns of harmful sexual behaviour, child-on-child sexual harassment and sexual violence.

All staff at Newdale Primary School and Nursery receive regular safeguarding updates to ensure these principles remain embedded within practice. Knowledge and understanding are checked over time through e.g. spot checks carried out by DSLs and H&S Governors.

Legislative Framework

This policy should be read alongside:

- Keeping Children Safe in Education 2026. Department for Education (2026) *Keeping Children Safe in Education* (KCSIE 2026), including Part One: Safeguarding Information for All Staff and Part Five: Child-on-Child Sexual Harassment and Sexual Violence.
- Working Together to Safeguard Children.
- Children Act 1989 and 2004.
- Equality Act 2010.
- Human Rights Act 1998.
- Voyeurism (Offences) Act 2019.
- Online Safety Act 2023
- Sexual Offences Act 2003.
- Department for Education guidance on Sexual Violence and Sexual Harassment between Children in Schools and Colleges.

The school also has regard to:

- KCSIE 2026 Annex B The Role of the Designated safeguarding lead
- DfE Sexual Violence and Sexual Harassment Between Children in Schools and Colleges
- Farrer & Co Addressing Child-on-Child Abuse Resource
- Contextual Safeguarding Framework

Roles and Responsibilities

All staff

All staff have a responsibility to safeguard and promote the welfare of children and to contribute to a whole-school culture of safeguarding.

All staff will:

- Provide a safe, inclusive and respectful environment in which children can learn.
- Act in accordance with the school's safeguarding and child protection procedures at all times.
- Understand that child-on-child abuse can occur between children of any age, gender or background.
- Recognise that child-on-child abuse may take place in or out of school, online or face-to-face.
- Be alert to indicators of abuse, exploitation, harmful sexual behaviour and technology-facilitated abuse.
- Maintain appropriate professional curiosity and remain vigilant to changes in behaviour, attendance, presentation, relationships or emotional wellbeing.
- Never ignore, minimise or dismiss abusive behaviour as banter, horseplay, teasing, having a laugh, part of growing up or "boys being boys".
- Challenge inappropriate language, prejudice, discriminatory behaviour, misogyny, misandry, sexualised language and harmful attitudes whenever they occur.
- Take all reports, disclosures and concerns seriously. They will talk to and consider the experience of the victim.
- Reassure children that they have been heard and that concerns will be taken seriously.
- Never promise confidentiality to a child making a disclosure.
- Report all concerns, allegations or disclosures relating to child-on-child abuse immediately to the DSL or a Deputy DSL.
- Record concerns accurately, factually and promptly on CPOMS in accordance with school procedures.
- Understand that children may not recognise their experiences as abuse, may not feel ready to disclose concerns, or may not know how to seek help.
- Support the school's preventative curriculum by promoting respectful relationships, inclusion, equality, consent, boundaries and online safety.
- Understand the role technology can play in facilitating abuse, including cyberbullying, image-based abuse, deepfakes, AI-generated content and the sharing of nude and semi-nude images.
- Work collaboratively with safeguarding leads and external agencies where required.
- Respect confidentiality and information-sharing requirements while always acting in the best interests of the child.
- Contribute to the school's contextual safeguarding approach by considering wider environmental factors, peer groups, friendships and online influences when concerns arise.
- Undertake safeguarding, child protection and online safety training as required and keep their knowledge up to date through regular updates and briefings.

All staff understand that safeguarding is everyone's responsibility and that early identification and reporting of concerns can help prevent harm and protect children from abuse.

Governors

All governors receive safeguarding and child protection training at induction and this is regularly updated, in line with KCSIE 2026. Governors provide strategic challenge and assurance that safeguarding arrangements, including arrangements for responding to child-on-child abuse, are effective. (See Health & Safety Committee meeting minutes).

Headteacher

Provides all staff, upon induction, with Part One of KCSIE 2026 and ensures all staff understand their safeguarding responsibilities. Ensures that robust checks are carried out to ensure all staff are confident in recognising and taking appropriate action when concerns arise.

DSLs

The DSLs ensure that safeguarding practices remain aligned with KCSIE 2026 and that emerging safeguarding risks, including online harms, artificial intelligence, deepfake technology and technology-facilitated abuse, are reflected within training, curriculum planning and risk assessments. (See 'Top Tips' folder, which are regularly shared with all staff).

Definitions

Child-on-Child Abuse

Child-on-child abuse is any form of abuse, violence, coercion, exploitation, bullying, harassment or harmful behaviour between children under the age of 18.

The abuse may occur:

- face-to-face
- online
- inside school
- outside school
- during school activities
- within friendships
- within peer groups
- within intimate relationships

Child-on-child abuse can be a one-off incident or part of an ongoing pattern of behaviour.

The school recognises that:

- victims and those responsible for harmful behaviour may both need safeguarding support;
- abuse often involves a power imbalance;
- children may not recognise they are experiencing abuse;
- children may not always report concerns immediately;
- technology can be used to facilitate abuse.

Harmful Sexual Behaviour (HSB)

Harmful sexual behaviour is sexual behaviour displayed by children that:

- is developmentally inappropriate;
- may be harmful to themselves or others;
- is abusive, exploitative or violent;
- causes physical, emotional or psychological harm.

The school uses professional judgement together with recognised assessment tools including:

- Brook Sexual Behaviours Traffic Light Tool
- Hackett Continuum
- NSPCC Harmful Sexual Behaviour Guidance

when assessing and responding to sexualised behaviours displayed by children. DSLs would always seek advice from Family Connect.

Physical Abuse

Including:

- hitting
- kicking
- biting
- pushing
- assault
- use of weapons

Bullying

Including:

- physical bullying
- verbal bullying
- relational bullying
- discriminatory bullying
- cyberbullying

Sexual Violence

Including:

- rape
- assault by penetration
- sexual assault
- causing someone to engage in sexual activity without consent

Sexual Harassment

Including:

- inappropriate sexual comments
- sexualised jokes
- unwanted touching
- sexual name-calling
- online sexual harassment
- sexual rumours

Nude and Semi-Nude Image Sharing

Including:

- requesting images
- sending images
- possessing images
- forwarding images
- coercing others to create images

Technology-Facilitated Abuse

Including:

- cyberbullying
- online coercion
- image-based abuse
- online harassment
- sextortion
- exploitation through digital platforms
- social media abuse

AI-Enabled Abuse

Including:

- deepfake imagery;
- AI-generated sexual images;
- nudification apps;
- manipulated images used to humiliate, harass or abuse another child.

Prejudice-Based Abuse

Including abuse linked to:

- race;

- religion;
- disability;
- sex;
- sexual orientation;
- gender identity.

Misogyny (hatred or prejudice against women) and Misandry (hatred or prejudice against men or boys).

School recognises that misogynistic and misandrist attitudes can underpin abusive behaviours and create harmful cultures. Such behaviour will always be challenged and addressed through safeguarding and educational responses.

Initiation and Hazing Behaviours

Any activities involving humiliation, coercion, intimidation or abuse as part of group acceptance rituals.

Contextual Safeguarding

Newdale Primary School adopts a contextual safeguarding approach. KCSIE 2026 recognises that safeguarding incidents and behaviours can be associated with factors outside the school and/or can occur between children outside school, including online. The school will therefore take a contextual safeguarding approach when assessing risks and determining interventions.

We recognise that children's experiences, peer relationships and environments can significantly influence behaviour and vulnerability to harm.

When assessing concerns, we will consider:

- peer groups;
- friendship dynamics;
- online activity;
- social media interactions;
- gaming platforms;
- school environments;
- neighbourhood and community influences;
- transport arrangements;
- wider family and environmental factors.

Our safeguarding response will therefore focus not only on the individuals involved but also the context in which the behaviour occurred.

Therefore, when assessing risk and implementing safeguarding responses, we will consider wider environmental factors, peer groups and social contexts as well as the individual children involved.

Whole School Approach

The school will:

- Foster a culture of respect and inclusion.
- Maintain high expectations of behaviour.
- Promote healthy relationships.
- Challenge misogyny, misandry, sexism and prejudice.
- Deliver age-appropriate RSHE and safeguarding education.
- Educate pupils regarding consent and boundaries.
- Promote online safety.
- Encourage children to report concerns.

The school promotes a culture where:

- all children feel safe and respected;
- harmful behaviour is challenged;
- reporting concerns is encouraged;
- victims are supported;
- all forms of discrimination are actively challenged.

Staff will never minimise abuse by describing behaviour as:

- banter;
- harmless fun;
- part of growing up;
- flirting;
- boys being boys.

Staff understand that even low-level harmful behaviour may indicate wider safeguarding concerns.

All staff must understand:

- Their safeguarding responsibilities.
- Indicators of abuse.
- How to record and report concerns.
- The school's procedures for responding to disclosures.

Vulnerable Groups

We recognise that some children may be more vulnerable to abuse or less likely to report concerns, including:

- pupils with SEND;
- looked-after and previously looked-after children;
- children in kinship care;
- young carers;
- LGBTQ+ children;
- children questioning their gender;
- children experiencing mental health difficulties;
- children living with domestic abuse;
- children affected by exploitation;

- children from minority ethnic backgrounds.

Additional support and safeguarding will be provided where appropriate.

Reporting Concerns

Professional Curiosity

All staff are expected to maintain professional curiosity.

Child-on-child abuse may present through:

- behavioural changes;
- friendship changes;
- attendance concerns;
- emotional distress;
- increased anxiety;
- unexplained injuries;
- online behaviours;
- disclosures by third parties.

Staff must never rely solely on direct disclosure and should always speak to the DSL where concerns arise.

Staff should maintain professional curiosity when concerns arise and should not rely solely on a child's disclosure.

Child-on-child abuse often comes to light through changes in behaviour, attendance patterns, friendship groups, emotional wellbeing or reports from other children.

This mirrors current safeguarding expectations.

All concerns regarding child-on-child abuse must be:

1. Taken seriously.
2. Recorded accurately.
3. Reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSLs.

Children will be able to report concerns through:

- Trusted adults (which may include teachers, teaching assistants, pastoral staff, lunchtime supervisors, office staff etc.)
- Safeguarding staff.

No pupil should ever be told to solve abuse between peers themselves.

Responding to a Disclosure

Where a child makes a disclosure, staff will:

- Listen carefully.
- Remain calm.
- Reassure the child.
- Avoid leading questions.
- Record the disclosure verbatim where possible.
- Explain next steps appropriately.
- Report immediately to the DSL.

Staff must never:

- Promise confidentiality.
- Investigate independently.
- Ask children to repeat accounts unnecessarily.

Managing Allegations

Risk and Needs Assessment

Following any report of child-on-child abuse, the DSL will undertake a risk and needs assessment. [See Appendix 1 and 2.](#)

The assessment will consider:

- wishes of the child;
- nature of concerns;
- developmental stage;
- SEND needs;
- power imbalances;
- ongoing risk;
- environmental factors;
- online factors;
- friendship groups;
- protective factors;
- previous concerns;
- family circumstances;
- wider contextual safeguarding concerns.

Risk assessments will be reviewed regularly and updated whenever circumstances change.

The school will determine whether:

- Internal safeguarding support is required.
- Early Help in school or Family Help is appropriate.
- Children's Social Care involvement is required.
- Police referral is necessary.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains (police will take a welfare, rather than a criminal justice, approach).

Responses will be proportionate and child-centred.

Support for Children who have Harmed Others

The school recognises that children who display harmful behaviour may themselves have experienced:

- abuse;
- neglect;
- exploitation;
- trauma;
- adverse childhood experiences.

Whilst harmful behaviour will never be excused, safeguarding support will be considered alongside appropriate sanctions.

Support may include:

- pastoral interventions;
- family support;
- referrals to external agencies;
- counselling;
- behaviour support;
- early help.

Supporting the Victim

The victim's safety and wellbeing will be paramount.

Support may include:

- Trusted adult support.
- Safety planning.
- Counselling.
- Pastoral interventions.
- Timetable adjustments.
- Alternative supervision arrangements.
- External agency involvement.

Victims will never be expected to carry responsibility for managing the situation.

Supporting the Alleged Perpetrator

The school recognises that children who harm others may also have unmet needs.

Support may include:

- Behaviour interventions.
- Safeguarding assessments.
- Counselling.
- Educational support.
- Multi-agency interventions.

This support will not diminish the seriousness of the incident or the school's responsibility to safeguard victims.

Online Child-on-Child Abuse

KCSIE 2026 highlights that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as offline. Staff recognise that online abuse can be as harmful as face-to-face abuse and will receive training to identify, prevent and respond appropriately to technology-facilitated child-on-child abuse.

The school recognises the increasing risks associated with technology, including:

- Sharing sexual images.
- Image-based abuse.
- Sextortion.
- Deepfakes.
- AI-generated sexual imagery.
- Online harassment.
- Cyberbullying.

All incidents involving indecent imagery or suspected criminal behaviour will be managed in accordance with national guidance and may be referred to police and safeguarding partners.

Online Safety and Technology-Facilitated Child-on-Child Abuse

Online Safety

Newdale Primary School and Nursery recognises that technology plays a significant role in the lives of children and, whilst it provides many educational and social benefits, it also presents safeguarding risks.

The school understands that child-on-child abuse frequently includes an online element and that online abuse can occur:

- both inside and outside school;
- through school and personal devices;
- through mobile phones and tablets;
- via social media;

- through gaming platforms;
- through messaging applications;
- through live-streaming platforms;
- through emerging technologies and artificial intelligence (AI).

The school recognises that online abuse can cause significant harm and may continue beyond the school day, impacting children's wellbeing, attendance, achievement and safety. KCSIE 2026 highlights the importance of schools understanding and responding to evolving online risks, including AI-enabled harm, deepfake technology and image-based abuse.

Technology-Facilitated Child-on-Child Abuse

Technology-facilitated child-on-child abuse includes, but is not limited to:

- Cyberbullying.
- Online harassment.
- Online intimidation.
- Threatening or abusive messages.
- Social exclusion through digital platforms.
- Sharing offensive, discriminatory or hateful content.
- Sexual harassment online.
- Coercion or manipulation through online platforms.
- Image-based abuse.
- Sharing, possessing or creating nude or semi-nude images.
- Pressuring another child to send images.
- Sextortion.
- Impersonation of another child online.
- Online grooming by peers.
- Distribution of harmful content.
- Doxxing (sharing personal information without consent).
- Deliberate sharing of misinformation designed to target or harm another child.

Any online behaviour which causes harm, distress, fear or humiliation to another child will be treated as a safeguarding concern and responded to appropriately.

Artificial Intelligence (AI), Deepfakes and Nudification Technology

KCSIE 2026 specifically highlights the safeguarding risks associated with artificial intelligence, including deepfake imagery and technology designed to alter or generate harmful sexualised images of children. The school will ensure that these risks are reflected in both staff training and pupil education.

The school recognises the emerging safeguarding risks associated with artificial intelligence technology.

This may include:

- AI-generated sexualised images.

- Deepfake imagery.
- Digitally manipulated photographs.
- Nudification applications which create fabricated nude or semi-nude images.
- AI-generated content designed to humiliate, threaten or exploit another child.
- Synthetic media used to bully, intimidate or sexually harass another child.

The creation, sharing or possession of such content involving children will be treated as a serious safeguarding concern and, where appropriate, may involve referral to:

- Children's Social Care.
- Family Connect.
- West Mercia Police.
- Other safeguarding or support agencies.

The school will ensure that staff receive appropriate training regarding emerging online harms and technological developments and that pupils are educated on the risks associated with AI-enabled technologies in an age-appropriate manner.

Preventative Education

The school teaches online safety through a comprehensive safeguarding curriculum including:

- Life Learning lessons.
- Relationships Education.
- Computing lessons.
- Assemblies.
- Themed safeguarding weeks.
- NSPCC and external agency workshops.
- Targeted interventions where required.
- Online Safety Day activities.

Pupils are taught:

- how to stay safe online;
- how to use technology responsibly;
- how to recognise unsafe situations;
- how to report online concerns;
- the importance of privacy settings;
- healthy online relationships;
- consent in both online and offline contexts;
- the risks associated with image sharing;
- the risks associated with artificial intelligence technologies;
- how to seek help if they are worried about something online;
- how to recognise coercion, manipulation and grooming behaviours online.

The school's online safety curriculum is age-appropriate, inclusive and responsive to emerging risks. It supports the wider aims of safeguarding, behaviour, relationships education and child protection.

Responding to Online Concerns

Any member of staff who becomes aware of an online safety concern involving child-on-child abuse will:

1. Take the concern seriously.
2. Reassure the child.
3. Avoid viewing, forwarding or sharing illegal content unless advised to do so by safeguarding professionals or police.
4. Record the concern on CPOMS.
5. Report the concern immediately to the DSL or a Deputy DSL.

The DSL will consider:

- the nature of the online behaviour;
- whether a crime may have been committed;
- whether children are at risk of significant harm;
- whether parents should be informed;
- whether Children's Social Care should be involved;
- whether a referral to the police is required;
- whether support or safety planning is needed.

The school will follow national guidance regarding the handling of nude and semi-nude imagery involving children and will work with partner agencies where appropriate.

Monitoring and Filtering

The school maintains appropriate filtering (Lightspeed) and monitoring (SENSO) systems to help protect pupils when using school technology.

These systems help the school to:

- identify safeguarding concerns;
- prevent access to harmful content;
- support early intervention;
- identify patterns of harmful behaviour;
- respond to emerging online risks.

In line with KCSIE 2026, filtering and monitoring arrangements will be reviewed regularly and governors will receive assurance that systems remain effective, proportionate and responsive to emerging online risks.

Partnership with Parents and Carers

The school recognises that effective online safeguarding requires a strong partnership between school and home.

The school will:

- provide regular online safety information for families;
- share information regarding emerging online risks;
- offer advice regarding parental controls and safe device use;
- encourage open conversations about online experiences;
- provide support to families following incidents of online child-on-child abuse;
- signpost parents and carers to appropriate online safety resources.

Parents and carers are encouraged to report concerns promptly to the school so that appropriate safeguarding support and intervention can be provided.

Risk Assessments and Safety Planning

In accordance with KCSIE 2026, the DSL will undertake a risk and needs assessment following reports of child-on-child abuse. This assessment will be child-centred, proportionate and informed by the wishes, experiences and developmental needs of those involved. Risk assessments will remain live documents and will be reviewed regularly.

Where appropriate, the DSL will implement a written risk assessment covering:

- Contact between children.
- Classroom arrangements.
- Social times.
- Transport.
- Online interactions.
- Extracurricular provision.
- Ongoing monitoring arrangements.

Risk assessments will be reviewed regularly.

Risk assessments will include:

- protective factors;
- environmental risks;
- online risks;
- peer group influences;
- power imbalances;
- SEND considerations;
- known vulnerabilities;
- views of the child;
- views of parents where appropriate.

Record Keeping and Monitoring

KCSIE 2026 requires schools to record all safeguarding concerns appropriately. The school will ensure that all concerns, discussions, decisions, actions and rationale relating to child-on-child abuse are recorded promptly on CPOMS and reviewed by the DSL team.

All incidents of child-on-child abuse, regardless of severity, will be recorded on CPOMS.

The DSL team will regularly analyse safeguarding records to identify:

- trends;
- themes;
- vulnerable groups;
- locations;
- times of increased risk;
- recurring concerns;
- staff training needs;
- curriculum needs.

Findings will inform:

- safeguarding planning;
- staff development;
- pupil education;
- governor oversight.

Findings will inform safeguarding practice and annual safeguarding reports to governors.

The school will maintain:

- Accurate records.
- Chronologies.
- Risk assessments.
- Referral documentation.
- Agency communications.
- Outcome records.

Records will be stored securely in accordance with data protection requirements.

Training

Lead DSL: Rachel Cook, Headteacher

Deputy DSLs:

- **Kylie Byrne Corbett, Pastoral Manager**
- **Calvin McFarland SENDco and Assistant Headteacher**
- **Amy McCullagh, Assistant Headteacher**
- **Paula Titley, Nursery Deputy**
- **Millie Clay, Year 5 Teacher**

Deputy DSLs are trained to the same standard as the Lead DSL and support safeguarding responses across the school.

All staff will receive:

- Annual safeguarding training.
- Child-on-child abuse awareness training.
- Sexual harassment and sexual violence training.
- Online safety training.

DSLs will undertake advanced safeguarding training and maintain up-to-date knowledge of emerging risks.

Monitoring and Review

This policy will be reviewed annually by the DSL team and governing body, or sooner in response to:

- changes in legislation;
- changes to KCSIE;
- changes in local safeguarding procedures;
- lessons learned from safeguarding practice;
- significant safeguarding incidents.

The DSL will ensure that safeguarding data linked to child-on-child abuse is regularly analysed to identify:

- trends;
- emerging risks;
- vulnerable groups;
- curriculum requirements;
- staff training needs;
- contextual safeguarding concerns.

Findings will be reported to governors through safeguarding updates and annual safeguarding reports.

This policy should be read alongside:

- Child Protection and Safeguarding Policy;
- Behaviour Policy;
- Online Safety Policy;
- Anti-Bullying Policy;
- Relationships Education Policy;
- Staff Code of Conduct;
- Filtering and Monitoring Policy.

The policy reflects the statutory requirements of **Keeping Children Safe in Education 2026** and will be updated as further national guidance becomes available.

Key Principle

At Newdale Primary School & Nursery child-on-child abuse is never tolerated, never dismissed as banter or part of growing up, and always addressed through a safeguarding response that prioritises the safety, dignity and wellbeing of children.

All children have the right to learn in an environment where they feel safe, valued, respected and protected.

Through a whole-school, trauma-informed and contextual safeguarding approach, we will work to prevent abuse, respond effectively when concerns arise and support all children affected by child-on-child abuse.

Appendix 1

Support and Safety Plan

The assessment will consider:

- wishes of the child;
- nature of concerns;
- developmental stage;
- SEND needs;
- power imbalances;
- ongoing risk;
- environmental factors;
- online factors;
- friendship groups;
- protective factors;
- previous concerns;
- family circumstances;
- wider contextual safeguarding concerns.

Risk assessments will be reviewed regularly and updated whenever circumstances change.

The school will determine whether:

- Internal safeguarding support is required.
- Family Help is appropriate.
- Children's Social Care involvement is required.
- Police referral is necessary.

Responses will be proportionate and child-centred.

Notes:

- 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.

Child-on-Child Sexual Abuse/ Harmful Sexual Behaviour Risk assessment and Support Plan

Start Date:

Review Date:

Form completed by: (DSL)

DSL's - please save this form on CPOMS document vault and regularly review.

Safety and Support Plan for (include ages of the children involved):	Name of victim/s: Class/Year group: Name of alleged perpetrator/s: Class/Year group:
Developmental Stages of the children involved:	To be reviewed by:
To be shared with: Teachers, Support staff, Parents.	Target date for review:
Approved by: Position: DSL	

Potential sources of risk	Those who might be harmed	Measures/ actions in place to mitigate risk	Additional Support to be put in place	Residual Risk Rating (H/M/L)	Review notes:

<u>Aspects to consider</u>	<u>Risk (Yes/No)</u>	<u>Action</u>
Was it a crime?		
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 2026).		
Is there an actual or perceived threat from those alleged to have abused to those alleged to have been abused and/or others?		
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:			
Family connect informed			
Police informed			
Referral to MASH			
Referral to external support services – Family help, Family Hubs.			
Referral to external support services – Children’s social care via Family connect			
Referral to internal support services – Pastoral support			
Referral to CAMHS			
Other			

Shared with parents (and child where appropriate)

Date :

Name and Signature:	Name & Signature:	Name & Signature:
_____	_____	_____
_____	_____	_____
Headteacher	Parent	Parent

Appendix 2

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 2026 – 2027 DSL: R.Cook	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 Newdale 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	Newdale Primary School & Nursery	Activity in school with a link to contextual safeguarding and therefore activity off the school site also.			Carried out by: R.Cook (DSL) On: 6.08.25	
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 we keep children safe’ document and Life Learning curriculum). - Teaching and addressing of the behaviour code. - Tailored staff CPD including Raising Awareness and PREVENT - Regular promoting of positive behaviours and rewarded through our behaviour policy		*		All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year

		- 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 and Life Learning curriculum). - Tailored staff CPD including Raising Awareness and PREVENT -Regular assemblies to promote positive relationships. - 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 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 Behaviour Code. 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 and Life Learning curriculum). - 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 and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);	Sexual Violence (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 Behaviour Code. - Tailored staff CPD including Raising Awareness and PREVENT - Parent communication on CSE - Inclusive, broad and balanced curriculum which addresses safeguarding in an age-	*			All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year

		appropriate way to keep children safe (see 'How we keep children safe' document and Life Learning curriculum). - Share Aware themed week. Themes taught in an age-appropriate way. - 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 sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse	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 Behaviour Code. - 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). - Share Aware themed week. Themes taught in an age-appropriate way. - Regular assemblies to promote positive relationships including the PANTS Rule - Staff showing professional curiosity - Robust monitoring and record keeping from DSL team.		*		All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year

		- 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 Behaviour Code. - 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). - Consent lessons from EYFS through to Y6, as part of Life Learning curriculum. - Share Aware themed week. Themes taught in an age-appropriate way. - 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)	*			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 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.	*			All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year

		- Teaching and addressing of the Be-SMART Code. - 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) - Consent lessons from EYFS through to Y6, as part of Life Learning curriculum. - Share Aware themed week. Themes taught in an age-appropriate way. - 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	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 Behaviour Code. - Tailored staff CPD including Raising Awareness and PREVENT - Parent communication on CSE	*			All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year

humiliation, distress or alarm		- 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) - Consent lessons from EYFS through to Y6, as part of Life Learning curriculum. - Share Aware themed week. Themes taught in an age-appropriate way e.g Y5/6 Sexting/sharing of inappropriate images - 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 we keep children safe' document and Life Learning curriculum). - Share Aware themed week. Themes taught in an age-appropriate way e.g Y5/6 Grooming - Y5/6 Crucial Crew - Teaching and addressing of the Behaviour Code.	*			All staff have a responsibility DSLs/SMT to regularly monitor and review	Throughout the year

		- 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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