

Whipman Woods Flying High Academy



Child-on-Child Abuse (Including Harrassment and Violence) Policy 2026-2027

Reviewed: September 2026

Next Review: September 2027

1. Introduction and Statement of Intent

At Whipman Woods Flying High Academy, safeguarding and promoting the welfare of children is everyone's responsibility.

We have a zero-tolerance approach to all forms of child-on-child abuse, harassment and violence. Child-on-child abuse is never acceptable and will not be tolerated or dismissed as an inevitable part of growing up.

Our zero-tolerance approach means that harmful or abusive behaviour will never be dismissed, minimised, normalised or accepted. It does not mean that every incident will result in the same consequence. Responses will be proportionate and informed by the nature and seriousness of the behaviour, the children's age and development, SEND or other vulnerabilities, context, impact and any imbalance of power.

Abusive, harmful, discriminatory or sexualised behaviour will never be passed off as:

'banter';

'just having a laugh';

'part of growing up'; or

'boys being boys'.

We recognise that children can abuse other children and that this can happen inside or outside school, face-to-face or online. Abuse may occur between two children or within a group and may be a single incident or form part of a pattern of behaviour.

We will respond to all signs, reports and concerns about child-on-child abuse, including incidents which occur outside the school premises or online.

We maintain an attitude that 'it could happen here'. We understand that the absence of reported incidents does not mean that abuse is not occurring; it may mean that it has not yet been recognised or reported.

We recognise that some children may face additional barriers to recognising or reporting abuse because of their age, developmental stage, communication needs, disability, SEND, sex, race, religion or belief, sexual orientation, vulnerability or previous experiences.

We also recognise that a child who has harmed another child may themselves have unmet needs, have experienced harm or abuse, or require safeguarding and support.

Our response will therefore seek to:

- protect the child who has been harmed;
- prevent further harm;
- safeguard other children;
- understand and appropriately address the behaviour of the child alleged to have caused harm;
- support all affected children;
- identify any wider contextual or safeguarding concerns; and

- ensure appropriate intervention, referral and follow-up.

Our approach will be child-centred, developmentally informed, proportionate and safeguarding-led.

2. Statutory and Guidance Framework

This policy has been developed with regard to:

- Keeping Children Safe in Education 2026 (KCSIE), including Part Five;
- Working Together to Safeguard Children 2026;
- the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance applicable from 1 September 2026;
- the Equality Act 2010;
- relevant legislation concerning safeguarding, sexual offences, harassment and online behaviour; and
- local safeguarding partnership procedures and thresholds.

This policy should be read alongside the school's Child Protection and Safeguarding Policy and other relevant safeguarding, behaviour, online safety, equality and curriculum policies.

3. Roles and Responsibilities

Safeguarding is everyone's responsibility.

All staff must:

- maintain an attitude of "it could happen here";
- understand that children can abuse other children;
- recognise that abuse may occur inside or outside school and online;
- challenge inappropriate, discriminatory, sexualised and harmful behaviour;
- recognise possible indicators of child-on-child abuse;
- listen appropriately to children;
- report concerns without delay;
- follow the school's safeguarding and recording procedures; and
- never assume that somebody else will take action.

The Designated Safeguarding Lead (DSL) has lead responsibility for safeguarding and child protection, including the school's response to child-on-child abuse.

Safeguarding Contacts and Cover Arrangements

Designated Safeguarding Lead (DSL): Mrs Nicola Green, Headteacher - direct line: 01909 491950
email: office@whipmanwoodsfha.co.uk

Deputy DSL(s): Mrs Bethany Cairns (Deputy Headteacher), Mrs Jennifer Gibb (Inclusion Lead/SENDSCO), Mrs Danielle Keogh (Early Years Lead) and Mrs Tanya Martin (Office Administrator) – direct line: 01909 491950 email: office@whipmanwoodsfha.co.uk

DSL cover: During the DSL's planned absence, a trained Deputy DSL will assume lead safeguarding responsibility. The school will ensure that a trained DSL or Deputy DSL is available during school hours

and that staff know who is providing cover each day. Planned cover arrangements will be communicated to staff and displayed with the school's safeguarding contacts.

Nottinghamshire MASH (professionals): 0300 500 80 90. Emergency Duty Team (outside normal office hours): 0300 456 4546. If a child is in immediate danger, call Police on 999.

The names and contact details above will be checked at least termly and updated promptly following any staffing or local contact changes.

Details of the DSL and Deputy DSLs are displayed prominently within school and contained within the school's Child Protection and Safeguarding Policy.

The Headteacher has overall responsibility for the implementation of this policy.

The Governing Body will seek assurance that appropriate policies, procedures, training and preventative measures are in place and that the school responds appropriately to child-on-child abuse.

4. What is Child-on-Child Abuse?

Child-on-child abuse occurs when a child harms another child. It can take many forms and is most likely to include, but is not limited to:

- bullying, including cyberbullying, prejudice-related and discriminatory bullying;
- abuse within intimate personal relationships between children;
- physical abuse, such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence;
- sexual harassment, including sexual comments, remarks, jokes or unwanted sexualised behaviour;
- causing someone to engage in sexual activity without consent;
- harmful sexual behaviour;
- consensual and non-consensual sharing of self-generated intimate images and/or videos, including imagery generated or manipulated using artificial intelligence, such as deepfakes;
- upskirting;
- initiation or hazing-type violence and rituals;
- online abuse, harassment or threats;
- coercive or controlling behaviour;
- discriminatory harassment;
- misogynistic or misandristic language, harassment or abuse;
- homophobic, biphobic or transphobic abuse;
- abuse connected with exploitation, including child sexual exploitation or child criminal exploitation; and
- behaviour which facilitates, threatens or encourages abuse of another child.

Technology may facilitate abuse or increase its reach and impact. Online and offline abuse frequently overlap.

5. Sexism, Misogyny, Misandry and Discriminatory Behaviour

Whipman Woods Flying High Academy is committed to creating a culture in which sexism, misogyny, misandry, sexual harassment, homophobia, prejudice and harmful stereotypes are recognised and challenged.

The school will not normalise or dismiss behaviour because of a child's age or sex.

We recognise the particular safeguarding concerns identified nationally regarding misogyny, harmful attitudes towards women and girls, online influences and harmful gender stereotypes. Alongside this, our commitment to equality and safeguarding means that hostility, harassment, humiliation or prejudice directed towards any child because of their sex is unacceptable. This includes misandrist as well as misogynistic language or behaviour.

Staff will challenge inappropriate language and behaviour at an early stage rather than waiting for it to escalate. Repeated, targeted, coercive, threatening or particularly harmful discriminatory behaviour will be considered within the school's safeguarding procedures and not solely as a behaviour matter.

6. Understanding Behaviour in a Primary School Context

Children's behaviour must be understood in the context of their age, development, understanding and individual needs.

Not every disagreement, incident of unkindness, inappropriate behaviour or conflict between children constitutes child-on-child abuse. Staff will consider:

Behaviour does not need to be repeated to be serious or to constitute a safeguarding concern. Equally, where behaviour does not meet the definition of bullying or the threshold for child-on-child abuse, this does not mean that no action is required. The school will respond appropriately to concerning, harmful or inappropriate behaviour and will consider whether early intervention is needed to prevent escalation.

- the nature and severity of the behaviour;
- the ages and developmental stages of the children;
- frequency and persistence;
- whether the behaviour is isolated or forms part of a pattern;
- the impact upon the child who has been harmed;
- whether there is an imbalance of power;
- coercion, intimidation or threats;
- discrimination;
- whether the behaviour is sexualised;
- the child's understanding of boundaries and consent;
- SEND, communication or developmental needs;
- previous incidents or concerns;
- the wider context in which the behaviour occurred; and
- whether other children may be at risk.

If a member of staff is uncertain about the threshold, categorisation or appropriate response, they must discuss the concern with the DSL or Deputy DSL on the same working day. Staff should not delay reporting while attempting to decide whether behaviour meets a safeguarding threshold. The DSL will

advise on next steps and whether the matter should be managed through safeguarding, behaviour, anti-bullying, SEND/pastoral processes, or a combination of these.

7. Harmful Sexual Behaviour

Sexual behaviour between children exists on a continuum. Depending upon a child's age and development, behaviour may be developmentally expected, inappropriate or problematic, abusive, or violent.

The school will avoid unnecessarily criminalising or stigmatising developmentally expected childhood behaviour while responding robustly to behaviour that is inappropriate, problematic, abusive or violent.

When considering sexualised behaviour, the DSL will consider:

- the children's chronological and developmental ages;
- difference in age or developmental ability;
- SEND or communication needs;
- the nature and frequency of the behaviour;
- whether it is consensual where the children are developmentally capable of giving consent;
- coercion, secrecy, manipulation or threats;
- differences in power;
- whether the behaviour appears planned;
- whether it is escalating;
- the emotional and physical impact;
- exposure to pornography or inappropriate online material;
- previous experiences of abuse or trauma;
- family or contextual factors; and
- risk to the children involved and to other children.

Where sexualised behaviour is assessed as potentially harmful, the DSL will consider an appropriate harmful sexual behaviour (HSB) screening or assessment and will consult local multi-agency HSB services, Children's Social Care or other specialist services as appropriate. All decisions, advice received, referrals and the rationale for action or non-referral will be recorded on CPOMS.

8. Prevention

Whipman Woods Flying High Academy actively seeks to prevent child-on-child abuse rather than responding only after incidents occur.

Prevention includes:

- a positive safeguarding culture;
- strong, trusting relationships between children and adults;
- clear behavioural expectations;
- staff safeguarding training and updates;
- age-appropriate Relationships and Health Education/RSHE and PSHE;
- teaching children about healthy friendships and relationships;
- teaching appropriate boundaries and consent;

- online safety education;
- challenging sexism, misogyny, misandry, discrimination and harmful stereotypes;
- teaching children how and where to seek help;
- providing accessible reporting mechanisms;
- monitoring safeguarding, behaviour and bullying information for patterns or trends; and
- responding to inappropriate behaviour at an early stage.

Our curriculum will promote healthy, respectful and kind relationships, equality, appropriate boundaries, personal safety and respect for others.

9. Reporting Concerns - Children

Children are taught regularly that they can speak to any trusted adult in school if something has happened to them or another child that worries, frightens, upsets or makes them uncomfortable.

Children are taught that they will:

- be listened to;
- be taken seriously;
- not be blamed for reporting;
- be supported; and
- be told what will happen next in an age-appropriate way.

We recognise that children do not always disclose abuse directly. They may communicate indirectly, change their behaviour, become withdrawn or distressed, disclose gradually, tell another child, draw or write about something, communicate electronically, or behave in ways through which they hope an adult will recognise that something is wrong.

Children may use the school's Worry Monsters or other age-appropriate reporting mechanisms where they find speaking directly to an adult difficult.

Children are encouraged to speak directly to a trusted adult wherever possible. Where a child communicates a safeguarding concern through another mechanism, including Class Dojo, it will be acted upon in accordance with safeguarding procedures. Children will be taught that electronic communication may not be monitored immediately and should never be relied upon where they or another child are in immediate danger.

Bystanders and children who witness concerning behaviour are encouraged to report it.

10. Responding to a Disclosure

The school's initial response to a disclosure is extremely important. Staff will:

- listen carefully;
- remain calm;
- take the child seriously;
- avoid expressing shock or disbelief;
- reassure the child that they have done the right thing by telling someone;
- avoid asking leading or unnecessary investigative questions;

- not promise confidentiality;
- explain that information will need to be shared with adults who can help keep them safe;
- make an accurate record using the child's own words wherever possible; and
- report the concern to the DSL/Deputy DSL without delay.

Staff must not investigate allegations themselves. Where there is an immediate safeguarding concern, the DSL must be contacted immediately and directly.

11. Reporting Concerns - Staff

Staff must act on concerns rather than waiting for a child to make a disclosure.

All reported concerns must be recorded on CPOMS on the day they are received wherever practicable. The DSL or Deputy DSL will acknowledge receipt and advise next steps within the same working day. Where a child is at immediate risk, or a criminal offence is suspected, staff must contact the DSL/Deputy DSL immediately in person or by telephone and must not rely solely on an electronic CPOMS notification.

Communication, EAL and SEND

The school will take reasonable steps to ensure that children and families can understand and participate in safeguarding processes. Where language, communication, disability or SEND creates a barrier, the school will provide or arrange appropriate support. This may include translated written information, visual or symbol-supported materials, communication aids, reasonable adjustments and, where interpretation is required for a significant safeguarding discussion, an appropriately independent interpreter rather than relying on a child, sibling or other family member to interpret sensitive information.

The DSL will consider the child's preferred communication method, developmental level, SEND and EAL needs when planning conversations, recording wishes and feelings, involving parents/carers and seeking consent where this is appropriate.

Where a child may be at immediate risk, staff must speak directly to the DSL/Deputy DSL and must never rely solely upon an electronic CPOMS notification.

Records should distinguish:

- fact;
- observation;
- the child's words;
- information received from others; and
- professional opinion.

CPOMS entries should be factual, proportionate and sufficiently detailed to enable another appropriate member of staff to understand what has happened, what action has been taken and what remains outstanding. Where relevant, records should include:

- who reported the concern and how it was received;
- date, time and location of the incident or concern, where known;
- children involved and relevant witnesses;

- a factual account of what was reported or observed, including the child's own words where significant;
- relevant evidence and where it is securely held;
- immediate action taken;
- whether safeguarding implications were considered and whether the DSL/Deputy DSL was informed;
- communication with parents/carers, where appropriate;
- the category or nature of the concern, including any prejudice-related or discriminatory element;
- support, consequences, referrals or other actions agreed; and
- a named person responsible for follow-up and an appropriate review date.

The DSL will record decisions, actions, rationale and outcomes. Staff should follow up with the DSL if they believe appropriate action has not been taken.

12. Visitors

Visitors who witness, receive or become concerned about possible child-on-child abuse must report this to the DSL, Deputy DSL, Headteacher or appropriate senior member of staff at the earliest opportunity.

Urgent safeguarding concerns must be communicated immediately. Visitors must not investigate concerns themselves or delay reporting them.

13. DSL Assessment and Decision-Making

All reports will be considered on a case-by-case basis. The DSL will consider:

- the wishes and feelings of the child who has been harmed;
- the nature and seriousness of the alleged behaviour;
- the ages and developmental stages of the children;
- SEND or communication needs;
- whether there is an imbalance of power;
- coercion, intimidation or threats;
- whether the behaviour forms part of a pattern;
- previous safeguarding concerns;
- the risk of further harm;
- risk to other children;
- online or off-site elements;
- whether imagery has been shared or distributed;
- whether a crime may have been committed;
- contextual or extra-familial safeguarding concerns;
- exploitation;
- whether the children are experiencing other or overlapping forms of harm;
- the need for immediate safety measures;
- whether parents/carers should be involved;

- whether Children's Social Care advice/referral is required; and
- whether Police involvement is required.

Where appropriate, the school will consult Children's Social Care, Police or other specialist services.

14. Immediate Safety and Risk Management

The first priority following a report will be the immediate and ongoing safety of children. The DSL will consider whether arrangements are needed regarding:

- supervision;
- classrooms or teaching groups;
- playtimes and lunchtimes;
- arrival and departure;
- wraparound provision;
- clubs and activities;
- school visits;
- online communication;
- peer groups;
- transport; or
- other areas of school life.

Where required, an individual safety plan will be established, recorded on CPOMS, shared with relevant staff on a need-to-know basis and regularly reviewed.

Risk management arrangements must remain proportionate and should, wherever possible, avoid placing an unreasonable burden upon or inadvertently penalising the child who has been harmed.

Restorative Approaches

Restorative Safety Assessment (RSA)

Before any significant restorative meeting following child-on-child abuse, harmful sexual behaviour, coercion or a safeguarding concern, the lead professional will complete a Restorative Safety Assessment (RSA). The RSA must establish that participation is safe, appropriate and genuinely voluntary. It will consider power imbalance, coercion or manipulation, known safeguarding and online risks, the wishes and feelings of each child, parent/carer involvement where appropriate, and the safeguards required. The DSL or Deputy DSL must sign off the RSA before the restorative meeting proceeds.

Where the RSA is not approved, restorative contact will not take place. Alternative interventions may include separate targeted work, pastoral support, consequences, a safety plan, specialist intervention or referral. The school's RSA checklist is included at Appendix 1.

Whipman Woods Flying High Academy values restorative practice and helping children understand the impact of their behaviour and repair relationships where this is appropriate. However, restorative work is not automatically appropriate following child-on-child abuse or other harmful behaviour and will only be used where staff consider it safe, appropriate and beneficial for the children involved.

A child who has experienced abuse or harm will never be pressured to meet face-to-face with another child, participate in mediation, apologise, accept an apology, forgive another child, or restore a friendship or relationship.

Before significant restorative work is considered, staff will document whether the approach is safe, appropriate and genuinely voluntary. This consideration will take account of the nature and severity of the behaviour, any power imbalance or coercion, safeguarding risk, the children's wishes and feelings and the likelihood of further harm.

Where there has been abuse, coercion, a significant power imbalance or an identified safeguarding risk, a more formal risk assessment and/or safety plan should be completed before any restorative meeting is considered. Restorative approaches will never replace safeguarding action, appropriate consequences or referrals to external agencies where these are required.

15. Supporting the Child Who Has Been Harmed

The needs and wishes of the child who has been harmed will remain central to the school's response.

Support may include:

- access to a trusted adult;
- regular check-ins;
- emotional or pastoral support;
- safety planning;
- reasonable adjustments;
- support with friendships and peer relationships;
- support accessing learning;
- changes to supervision or arrangements where necessary;
- support regarding online contact;
- external or specialist support; and
- ongoing review.

Children will not be expected unnecessarily to repeatedly recount their experience to different adults.

The school will be alert to possible longer-term impacts, including anxiety, withdrawal, difficulties attending school, changes in behaviour, difficulties with learning or relationships and re-traumatisation.

16. Supporting and Responding to the Child Alleged to Have Caused Harm

An allegation of harmful behaviour does not remove a child's right to safeguarding, education and appropriate support.

The school will seek to understand:

- the child's understanding of their behaviour;
- developmental needs;
- SEND or communication needs;
- previous safeguarding concerns;
- whether the child has themselves experienced abuse, neglect, exploitation or trauma;
- exposure to inappropriate sexual or violent content;

- online influences;
- peer-group influences;
- family or contextual factors; and
- what intervention is necessary to reduce the likelihood of further harm.

Appropriate consequences under the school's Behaviour Policy may be necessary. However, behaviour management and safeguarding are not mutually exclusive. The school may need both to hold a child appropriately accountable for their behaviour and to safeguard and support them.

Support for a child displaying harmful behaviour does not minimise the impact upon the child who has experienced harm or remove appropriate accountability for the behaviour.

The DSL will consider whether the child's behaviour indicates that they themselves require referral or specialist support.

17. Other Children, Bystanders and the Wider Peer Group

Child-on-child abuse may affect children beyond those directly involved. The DSL will consider:

- whether other children witnessed the incident;
- whether other children may also have experienced harm;
- whether imagery or online material has circulated;
- whether there is a wider pattern of behaviour;
- whether particular locations or contexts present increased risk;
- whether there are problematic attitudes within a peer group;
- whether targeted intervention is required; and
- whether wider curriculum or preventative work is appropriate.

Any wider intervention will be carefully planned to avoid identifying or further distressing individual children.

18. Parents and Carers

Parents and carers may understandably find reports of child-on-child abuse distressing, whether their child has been harmed, is alleged to have harmed another child, or has witnessed an incident.

The school will work openly and constructively with families wherever it is appropriate and safe to do so.

Parents/carers will normally be informed about safeguarding concerns involving their child unless doing so may:

- place a child at increased risk;
- prejudice a safeguarding or Police investigation;
- compromise the safety of another child; or
- otherwise be contrary to the child's welfare.

Where necessary, the DSL will seek advice from Children's Social Care or Police before contacting parents.

Information about another child or family will only be shared where it is lawful and appropriate to do so. Consequently, the school may not be able to tell parents/carers about sanctions, safeguarding arrangements or confidential information relating to another child.

Accessible information for parents/carers

If a child is involved in a child-on-child incident, the school will listen, take the report seriously, explain what information can be shared and why, outline what will happen next and provide reasonable timescales for updates. The school may not be able to share confidential information about another pupil, including sanctions, safeguarding interventions or personal circumstances.

19. Online Abuse and Technology-Assisted Harm

Technology is a significant component of many safeguarding concerns. Child-on-child abuse may involve:

- cyberbullying;
- harassment;
- threats;
- sexualised messages;
- misogynistic or misandristic content;
- discriminatory abuse;
- sharing sexual or violent material;
- non-consensual sharing of intimate imagery;
- AI-generated or manipulated intimate imagery/deepfakes;
- coercion to create or share content;
- group chats;
- anonymous accounts;
- impersonation;
- exclusion or humiliation; or
- online behaviour which facilitates offline abuse.

Online and offline safeguarding will not be considered separately where they form part of the same pattern of harm.

Where online harm is reported, relevant evidence should be preserved safely where this can be done without increasing risk or unnecessarily circulating harmful material. Staff must not ask children to forward, copy, print or further share nude or semi-nude imagery, including AI-generated or manipulated sexual imagery. Such incidents will be managed in accordance with safeguarding procedures and relevant national guidance.

20. Recording, Information Sharing and Confidentiality

All child-on-child safeguarding concerns will be appropriately recorded. Records will include:

- the concern or disclosure;
- actions taken;
- decisions reached;

- rationale for decisions;
- advice received;
- referrals made;
- risk or safety planning;
- communication with parents/carers where appropriate; and
- review and outcomes.

Information will be shared on a need-to-know basis in accordance with safeguarding requirements and relevant information-sharing and data-protection principles. Safeguarding information will not be withheld where sharing is necessary to protect a child.

Where communication support, translation, interpretation or reasonable adjustments are used, this should be recorded where relevant, including the method used and any significant communication needs or preferences that staff should be aware of. Safeguarding records and information shared with children and families will be made accessible so far as reasonably practicable without compromising accuracy, confidentiality or safety.

21. Curriculum and Education

Prevention is embedded through our Relationships and Health Education/RSHE, PSHE, Personal Development, Online Safety and wider curriculum.

Learning will be age and developmentally appropriate, including adaptations for children with SEND or other vulnerabilities.

Children will progressively learn about:

- healthy and respectful friendships;
- kindness and respect;
- personal boundaries;
- consent in an age-appropriate context;
- privacy;
- appropriate and inappropriate touch;
- recognising unsafe or uncomfortable situations;
- bullying and discrimination;
- stereotypes and prejudice;
- sexism, misogyny and misandry;
- online behaviour;
- seeking help;
- being a supportive bystander; and
- how to report concerns.

22. Staff Training

Training will be planned, recorded and quality-assured so that staff understand both this policy and the practical procedures that support it.

Training will ensure that relevant staff understand:

- recognising child-on-child abuse;
- sexual violence and harassment;
- harmful sexual behaviour;
- developmentally expected and concerning behaviours;
- bullying and discrimination;
- misogyny and misandry;
- online and technology-assisted abuse;
- AI-generated intimate imagery and deepfakes;
- extra-familial harm;
- exploitation;
- responding to disclosures;
- recording and reporting;
- contextual safeguarding;
- supporting children with SEND and other vulnerabilities; and
- identifying patterns and emerging concerns.

Staff will understand both the school's zero-tolerance approach to abuse and the need for proportionate, developmentally informed responses to children's behaviour.

Training Schedule

All Staff: Whole-school safeguarding training, including child-on-child abuse, reporting routes, CPOMS expectations, online evidence handling and restorative safety, will be provided at least annually, with updates during the year when risks, guidance or school procedures change. New staff, temporary staff and relevant volunteers will receive appropriate safeguarding information and induction before or at the start of their work with children.

DSL and Deputy DSLs: Formal DSL training will be updated at least every two years. In addition, DSL knowledge and skills will be refreshed at least annually and whenever significant national, local or school safeguarding developments require an earlier update.

Middle and Subject Leaders: Leaders with responsibility for curriculum, behaviour, pastoral provision, SEND, attendance, online safety or personal development will receive an annual safeguarding briefing relevant to their role, including how to recognise patterns, escalate concerns and contribute to preventative action.

Harmful Sexual Behaviour – Nottinghamshire Pathway

Where sexualised behaviour is identified, staff must report the concern to the DSL or Deputy DSL without delay. The DSL will consider the behaviour in light of the children's age and development, SEND, context, frequency, power imbalance, coercion, impact and any wider safeguarding concerns.

Where behaviour is considered to constitute Harmful Sexual Behaviour (HSB), the DSL will follow Nottinghamshire Safeguarding Children Partnership procedures and refer without delay to Nottinghamshire Children's Social Care through MASH, or to the child's allocated social-care team where there is an open case. Where the appropriate threshold or response is uncertain, the DSL will seek safeguarding advice from MASH.

Children's Social Care will determine whether further assessment, multi-agency involvement, consideration through the Nottinghamshire HSB Panel and/or specialist support is required. The school will continue to safeguard and support all children involved throughout.

All concerns, advice sought, referrals, decisions and the rationale for those decisions will be recorded on CPOMS.

23. Monitoring Patterns and Trends

The DSL and safeguarding team will monitor child-on-child abuse concerns to identify:

- repeated incidents;
- children experiencing repeated harm;
- children displaying repeated harmful behaviour;
- vulnerable groups;
- discriminatory patterns;
- particular locations or times;
- online trends;
- peer-group concerns;
- emerging safeguarding risks; and
- opportunities for preventative intervention.

Information from safeguarding, behaviour, bullying, attendance and pastoral systems will be considered together where appropriate. Findings will inform staff training, curriculum provision, supervision, risk management and school improvement.

Termly analysis will include, where numbers can be reported without identifying individual children, repeat children experiencing harm, repeat children displaying harmful behaviour, online incidents, and incidents involving pupils with SEND and/or EAL. These measures will be considered alongside qualitative information so that data are not interpreted without context.

24. Governance and Quality Assurance

The Headteacher and Governing Body will seek assurance that this policy is understood and effective in practice. Monitoring will consider:

- safeguarding records and outcomes;
- child-on-child abuse incidents and patterns;
- children's understanding of reporting systems;
- staff training and confidence;
- the quality and timeliness of safeguarding responses;
- effectiveness of safety plans;
- curriculum provision;
- online safety;
- pupil voice;
- parent/carer feedback where appropriate; and
- actions arising from safeguarding audits and reviews.

The Governing Body will receive anonymised safeguarding assurance about child-on-child abuse at least termly, while maintaining the confidentiality of individual children. Reporting will be sufficiently detailed to enable governors to identify trends, challenge practice and seek assurance. It will include, as appropriate, the number and type of incidents, prejudice-related or discriminatory themes, online incidents, recurrence, locations or hotspots, safeguarding escalation, vulnerable groups where this can be reported without identifying individual children, actions taken and evidence of the effectiveness of interventions.

The DSL will include a brief anonymised analysis of any child-on-child incidents in termly safeguarding reports to governors, including repeat patterns, HSB referrals or specialist consultation, online incidents and any themes involving pupils with SEND and/or EAL, where this can be reported without risking identification.

An annual safeguarding assurance review will draw together relevant patterns and trends, pupil and parent/carer voice where available, curriculum and preventative work, staff training, intervention impact and priorities for the following year. Assurance reporting is for governance and school improvement purposes and will not routinely be published where doing so could risk identifying children or disclosing sensitive safeguarding information.

25. Complaints

Safeguarding concerns will always be addressed through safeguarding procedures irrespective of whether a complaint has also been made.

Where a parent/carer remains dissatisfied with the school's handling of a matter, they may use the school's Complaints Policy.

The existence of a complaint must never delay action required to safeguard a child.

26. Links with Other School Policies

This policy should be read alongside relevant school policies and procedures, including:

- Child Protection and Safeguarding Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Online Safety Policy;
- Acceptable Use Policies;
- Equality Policy;
- Relationships and Health Education/RSHE and PSHE Policy;
- SEND Policy;
- Staff Code of Conduct;
- Complaints Policy; and
- relevant risk assessment and educational visits procedures.

27. Further Guidance and Support

The principal statutory guidance underpinning this policy is:

- Keeping Children Safe in Education 2026 - Department for Education;
- Working Together to Safeguard Children 2026 - Department for Education;
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance - Department for Education.

The school may also draw upon appropriate specialist resources concerning harmful sexual behaviour and online safety when assessing and responding to individual circumstances.



Appendix 1:

Restorative Safety Assessment (RSA) Complete before any significant restorative meeting following child-on-child abuse, harmful sexual behaviour, coercion or an identified safeguarding concern.
Parties involved (use pupil initials/codes in working copies where appropriate):
Nature/summary of incident:
Date and location of proposed restorative meeting:
Voluntary and informed agreement from each pupil confirmed: Yes / No Details:
Parent/carer involvement or agreement where appropriate: Yes / No / Not appropriate Details:
Identified power imbalance, coercion or manipulation: Yes / No Details:
Known safeguarding risks, including online risks: Yes / No Details:
Child wishes and feelings considered and recorded: Yes / No
Required safeguards (for example staff present, separate arrival/departure, separate exits, requested staff gender where reasonably practicable, seating/room arrangements):

Outcome if RSA is not approved - alternative intervention(s):

RSA decision: APPROVED / NOT APPROVED

DSL/Deputy DSL sign-off:

Date:

Review/follow-up date:

