Ladygrove Primary School

Child on Child Abuse Policy

September 2026

Review date September 2027

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

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Introduction

At Ladygrove Primary School and Nursery, we believe that children have the right to attend school and learn in a safe environment, free from harm by adults or other children. This policy reflects Keeping Children Safe in Education (KCSIE) 2026, which came into force on 1 September 2026, alongside relevant legislation and local safeguarding arrangements.

A child/Children is anyone under the age of 18.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour for Learning Policy.

This policy works in conjunction with our 'Child Protection and Safeguarding' policy.

Child-on-child abuse

All staff are aware that children can abuse other children. This can happen inside or outside of our setting and online.

All staff will be trained in our policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding to where they believe a child may be at risk from it.

All staff understand that even if there are no reports in our setting it does not mean it is not happening, it maybe abuse is just not being reported. When staff have **any** concerns regarding child-on-child abuse, even if there are no reports in our setting, they should still speak to the DSL (or a deputy).

All staff are expected to challenge inappropriate behaviour between children, including behaviour that may be abusive in nature. Downplaying behaviour as "banter", "just having a laugh" or "part of growing up" can contribute to an unsafe culture in which abuse is normalised and children feel unable to report it. Our procedures reflect Parts Two and Five of KCSIE 2026. All reports and concerns, including those arising outside school or online, will be taken seriously, recorded, assessed promptly and responded to in a child-centred and proportionate way. The wishes and feelings of the child who may have been harmed will be considered, while the school remains clear that safeguarding duties may require information to be shared and referrals to be made. Appropriate support, safety planning, disciplinary action and multi-agency working will be considered for all children involved.

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 between children (sometimes known as 'teenage relationship abuse');
- physical abuse such as 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);

- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves 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, and
- initiation/hazing type 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).

We will actively seek to raise awareness of and prevent all forms of child-on-child abuse by:

- educating all governors, our senior leadership team, staff, students, and parents about this issue;
- educating children about the nature and prevalence of child-on-child abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via the curriculum;
- engaging parents on these issues;
- supporting the on-going welfare of the student body by drawing on multiple resources that prioritise student mental health, and by providing in-school/college counselling and therapy to address underlying mental health needs;
- working with governors, senior leadership team, and all staff, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school/college community;
- creating conditions in which our students can aspire to, and realise, safe and healthy relationships fostering a whole-school/college culture;
- responding to cases of child-on-child abuse promptly and appropriately; and
- ensuring that all child-on-child abuse issues are fed back to the DSL and deputies so that they can spot and address any concerning trends and identify students who may be in need of additional support.

We will actively engage with TWSP in relation to child-on-child abuse, and work closely with, for example, children's social care, the police and other education settings. The relationships our setting has built with these partners is essential to ensuring that we are able to prevent, identify early, and appropriately handle cases of child-on-child abuse. The DSL (or a deputy) will regularly review behaviour incident logs which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

We recognise that any child can be vulnerable to child-on-child abuse due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse among all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. We know that research suggests:

- child-on-child abuse may affect boys differently from girls (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously;

- children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND, and
- some children may be more likely to experience child-on-child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

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 lesbian, gay, bisexual or gender questioning.
• 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 all staff, on induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, Behaviour Policy, Children Missing Education procedures, online safety training, and details of the identity and role of the DSL and any deputies. In line with KCSIE 2026, all staff, including those who do not work directly with children, must read Part One in full. The Part One overview may be used only as a complementary quick reference and does not replace the full guidance.
• 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 n 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.

Children and the Human Rights Act 1998

Through legal cases, the Human Rights Act has empowered children to:

- protect their right to privacy in receiving confidential advice and treatment about contraception and sexual health
- make sure they are protected from abuse and harm when in trouble with the criminal justice system
- ensure special children's rights in the Convention on the Rights of the Child (CRC) are considered by the courts when deciding whether deporting a child's mum was a breach of the child's right to a family life. (The CRC is not part of UK law).

Across the UK there are many laws which aim to keep children safe and protect their rights.

These laws:

- ensure children's voices are heard
- set out when a child can take part in various activities
- make sure children have access to education
- provide for children having a safe home
- provide support for children who need to leave home
- make sure children are safe if they decide to get a job
- make sure children's personal information is safe.

Child on Child abuse and mental health and wellbeing

Here at Ladygrove, we recognise the importance of promoting mental health and wellbeing and how child on child abuse can seriously impact a young person's mental health and emotional wellbeing. We have to believe that Child on Child abuse COULD happen here and therefore we must be prepared as adults to support both the alleged person who has caused harm, as well as the alleged person who has been harmed.
All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Key definitions

Boys/ girls: Means a child whose biological sex is male and female retrospectively, as well as trans boy and trans girls, whose gender identity will be different from their biological sex. It is acknowledged that some children will identify as non-binary or gender fluid and who will not recognise the term boy or girl in respect to themselves.

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology

may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Examples of :

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying: Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. This includes any repeated words or actions, which are aimed at causing someone to feel frightened, miserable and helpless. Bullying can take many forms, including:

• Verbal: e.g. name calling, sarcasm, threatening & teasing

• Physical: e.g. pushing, hitting, kicking, punching or any use of physical aggressive contact

• Social: e.g. ignoring, spreading rumours or treating someone like an outsider

• Psychological: e.g. stalking & intimidation

At Ladygrove, we use the acronym STOP (Several Times On Purpose) to define bullying.

Cyber-bullying: 'Virtual' bullying using technology (e.g. chat rooms, instant messaging, email & mobile phone) which can occur in or outside College. Cyberbullying can happen at all times of the day, with a potentially bigger audience, as people can forward on content very quickly and easily.

Sharing nude and semi-nude images and/or videos: This includes consensual and non-consensual sharing of nude and semi-nude images and/or videos. Staff must not view, copy, print, share, store or save such imagery unless specifically directed by the police or another relevant agency. Any concern must be reported immediately to the DSL or a deputy and managed in line with KCSIE 2026, relevant UK Council for Internet Safety guidance and the school's safeguarding procedures. The DSL will consider the child's age and developmental stage, any coercion, exploitation, power imbalance, wider safeguarding risk and whether referral to children's social care and/or the police is required.

Harassment: Any conduct which is unwanted, which affects the dignity of the pupil or groups of pupils. Harassment may be repetitive or an isolated occurrence against one or more pupils. The Equality Act 2010 The Equality Act 2010 replaced previous anti-discrimination laws with a single Act. A key provision was a new public sector Equality Duty, which came into force on 5 April 2011. This requires Ladygrove Primary School and Nursery to:
• Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the act
• Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who do not share it
• Foster good relations between people who share a protected characteristic and people who do not share it

Consent: Consent is about having the freedom and capacity to choose.
Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.
• a child under the age of 13 can never consent to any sexual activity
• the age of consent is 16
• sexual intercourse without consent is rape
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Imbalance of Power: Peer on peer abuse often involves an imbalance of power between the person who has allegedly hurt and the person who has allegedly been hurt. This could involve the person who has allegedly hurt having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or

social (e.g. isolating or excluding someone). It could also include issues such as posting nude or semi nude pictures online or what are often gender issues (e.g. pupils being touched or boys being involved in initiation activities)

Sexual violence: It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school/college. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.
When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003134 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE – Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).
Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Sexual Exploitation: Encouraging other children to attend inappropriate parties. Photographing or videoing other children performing indecent acts.

We also recognise that children may attempt to recruit younger children using any or all of the above methods. Young people suffering from exploitation themselves may be forced to recruit other young people under threat of violence.

Sexual harassment: When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
Whilst not intended to be an exhaustive list, sexual harassment can include:
• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
• sexual "jokes" or taunting
• physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. Schools and colleges should be considering when any of

It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped or sexually assaulted in any way
It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and generally speaking leading the school response. If in any doubt, they should seek expert advice. This crosses a line into sexual violence – it is important to talk to and consider the experience of the person who has allegedly been hurt.
• displaying pictures, photos or drawings of a sexual nature
• up skirting (this is a criminal offence), and
• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of those aged under 18 is a criminal offence, sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments and messages, including, on social media, sexual exploitation; coercion and threats, and coercing others into sharing images of themselves or performing acts they're not comfortable with online.
It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful sexual behaviour: Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected, to inappropriate, problematic, abusive and violent .Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour"(HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously
The Voyeurism (Offences) Act 2019 which amends the Sexual Offences Act 2003 to make upskirting a specific offence of voyeurism. The Act came into force on 12 April 2019.
When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Confidential specialist support and advice on HSB is available from the specialist sexual violence sector, and sources are listed in Annex B.
458. It is effective safeguarding practice for the designated safeguarding lead (and their deputies) to have a good understanding of HSB. This could form part of their safeguarding training. This will aid in planning preventative education, implementing preventative measures, drafting and implementing an effective child protection policy and incorporating the approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding. HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Child-on-child harmful sexual behaviour, sexual harassment and sexual violence (KCSIE 2026)

All those who are part of our community believe that sexual violence and sexual harassment is not acceptable and will not be tolerated.

We understand that sexual violence and sexual harassment can occur between two or more children **of any age and sex.** It can occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap.

We recognise that children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends our setting.

We will work to ensure our whole-school community are aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

1. For the purpose of this policy, we use the term 'victim', 'alleged perpetrator(s)' or where appropriate 'perpetrator(s)'. Ultimately, the use of appropriate terminology will be determined, as appropriate, on a case-by-case basis.

2. Along with providing support to children who are victims of sexual violence or sexual harassment, we will provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. We recognise that a child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of our setting. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

3. We understand that reports of sexual violence and sexual harassment are extremely complex to manage. We know it is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. We also know it is also important that other children, adult students and our staff are supported and protected as appropriate.

4. We will try to be aware of, and respond appropriately to **all reports and concerns**, including those outside of our setting, and or online.

5. While the focus of this policy is on protecting and supporting children, we will of course protect any adults and engage with adult social care, support services and the police as required.

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?

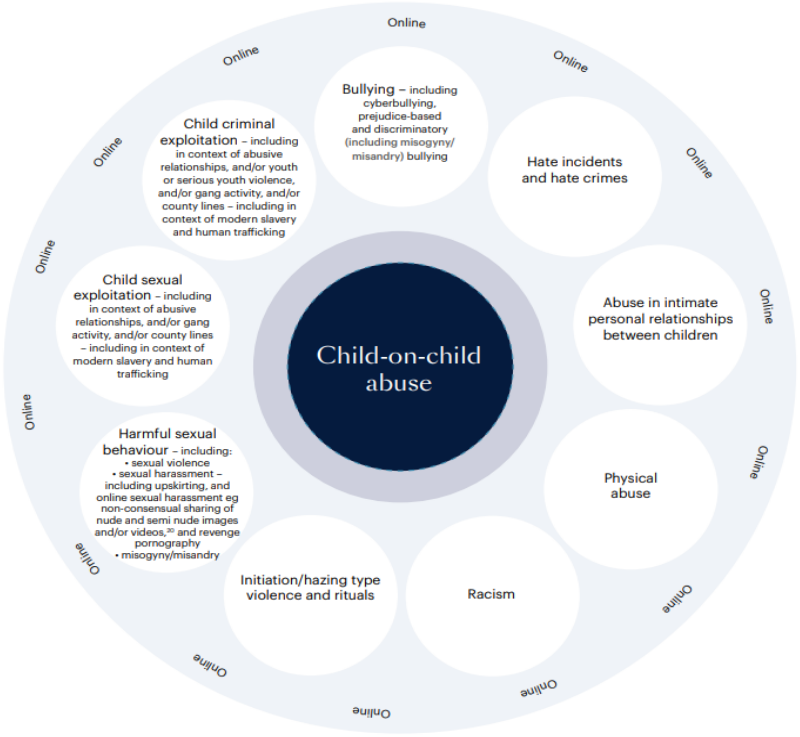
It also states that other behaviours might give cause for concern if they are particularly secretive or are being carried out
in private after intervention from adults

<u>Reporting through CPOMS</u>

All staff members are able to record incidents through CPOMS. They will also inform a Designated Safeguarding Lead as well as recording. DSLs will have full access to each child, incident and the option to record any follow ups.
Child on Child is subcategorised into:

-Bullying including Cyberbullying
-Abuse in intimate and personal relationships
-Child Criminal Exploitation
-Child Sexual Exploitation
-Harmful Sexual Behaviour
-Initiation/hazing type violence and rituals
-Physical

Hate Crime and Racism have their own categories within CPOMS for monitoring.



Overview of child-on-child abuse: Farrer and Co.

Safeguarding allegations

Very occasionally, allegations may be made against children by others in the school, which are of a safeguarding nature. Though very rare, safeguarding issues raised in this way may include physical abuse, emotional abuse both in person and via social media, sexual abuse and sexual exploitation. Allegations in this manner are dealt with by a Designated Safeguarding Lead according to our school Safeguarding policy.

We recognise that any child may be the person who has allegedly hurt in child on child abuse. An allegation of this nature will always taken seriously by staff. A Designated Safeguarding Lead will work with the person who has allegedly hurt and the person who has allegedly been hurt in dealing with the incident/ allegation.

Where necessary, allegations will be referred to the Family Connect Safeguarding Service and following their advice, may lead to police and/ or social services involvement.

We recognise that children who have disabilities and/ or SEND or other protected characteristics may have additional barriers to disclosing incidents of a Child Protection nature. Similarly, professionals may also experience barriers when recognising signs of abuse and neglect with these particular children. Staff are trained to a high level in recognising signs of abuse and neglect and are fully aware of the policies and procedures to be followed in these instances.

It is likely that to be considered a safeguarding allegation against a child, some of the following features will be found.

What we should be aware of

As a setting, we make our staff and volunteers aware of the importance of:

• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

• not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;

• challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and

• understanding that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

Being aware that children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;

• the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and

• communication barriers and difficulties overcoming these barriers**.**

Children who are lesbian, gay, bi, or gender questioning can be targeted by their peers. In some cases, a child who is perceived by their peers to be any of the above (whether they are or not) can be just as vulnerable as children who identify as LGB and GQ.

Minimising the risk of safeguarding concerns towards children from other children:-

These children will need an individual risk management plan to ensure that other children are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do:

- Our initial response to a report from a child is important. It is essential that all people who have allegedly been hurt are reassured that they are being taken seriously and that they will be supported and kept safe. A person who has allegedly been hurt will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a person who has allegedly been hurt ever be made to feel ashamed for making a report.

- When an allegation is made by a child against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) should be informed immediately.

- In some cases, the person who has allegedly been hurt may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed. As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with their child protection policy. They should not assume that someone else is responding to any incident or concern. If in any doubt, they should speak to the designated safeguarding lead (or a deputy). In such cases, the basic safeguarding principles remain the same, but it is important for the school to understand why the person who has allegedly been hurt has chosen not to make a report themselves. This discussion should be handled sensitively and with the support of children's social care if required.

- There may be reports where the alleged sexual violence or sexual harassment involves pupils or students from the same school but is alleged to have taken place away from the school, or online. There may also be reports where the children concerned attend two or more different schools. The safeguarding principles, and individual schools' duties to safeguard and promote the welfare of their pupils and students, remain the same. In such circumstances, appropriate information sharing and effective multi-agency working will be especially important.

As per Part one of Keeping Children Safe in Education, we have trained all of our staff and volunteers in raising a safeguarding concern. Staff and volunteers (who regularly support in school) are also trained in the basic principles of taking a concern from a child. The procedure for doing this is outlined in our Child Protection policy.

Considering confidentiality

Staff taking the initial concern from the child should never promise confidentiality as it is very likely that it will be in the best interests of the person who has allegedly been hurt to seek advice and guidance from others in order to provide support and engage appropriate agencies. The school should only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The person who has allegedly been hurt may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a person who has allegedly been hurt makes this request. If the person who has allegedly been hurt does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children. The designated safeguarding lead (or a deputy) should consider the following:

• parents or carers should normally be informed (unless this would put the person who has been harmed at greater risk);

• the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to children's social care;

• rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the person who has allegedly hurt is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the person who has been harmed wishes against their duty to protect the person who has allegedly been hurt and other children.

If the designated safeguarding lead (or a deputy) do decide to go ahead and make a referral to children's social care and/or a report to the police against the person who has been allegedly harmed wishes, this should be handled extremely carefully, the reasons should be explained to the and appropriate specialist support should be offered.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools should be aware of anonymity, witness support and the criminal process in general so they can offer support and act appropriately.

As a matter of effective safeguarding practice, our school will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.
We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing identities.

The DSL should **contact Family Connect (Tel: 01952 385385)** to discuss the case, if appropriate. It is possible that Family Connect are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a Family Connect referral where appropriate.

The DSL will make a record of the concern on CPOMS (if this has not already been created) and the discussion and any outcome and keep a copy on file.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the person who has allegedly been hurt).

It may be appropriate to exclude the child being complained about for a period of time according to the school's behaviour policy and procedures.

Safety Intervention 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.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate safety intervention plan Where there has been a report of sexual harassment, the need for a safety intervention plan should be considered on a case-by-case basis. The plan should consider:

• the alleged person who has been harmed, especially their protection and support;

• the alleged person who has harmed; and

• all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them;

Plans should be recorded (written or electronic) and should be kept under review. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

At all times, the school should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional safety plans by social workers and or sexual violence specialists will be required.

The plan is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the schools approach to supporting and protecting their pupils and students and updating their own plan.

After the case

No matter what the outcome is of an allegation of abuse against another child, the school will review the case to see if there are any improvements that can be made in its practice or policy that may help to prevent similar cases in the future. Reviews will be ongoing and long lasting, with information being passed at the point of transition.

Action following a report of sexual violence and/or sexual harassment

What to consider:

We will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:

• the wishes of the alleged person who has been harmed in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. The alleged person who has been harmed should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;

• the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour

• the ages of the children involved;

• the developmental stages of the children involved;

• any power imbalance between the children. For example, is the alleged person who has harmed significantly older, more mature or more confident? Does the alleged person who has harmed have a disability or learning difficulty?;

• is the alleged incident is a one-off or a sustained pattern of abuse?

• are there ongoing risks to the alleged person who has been harmed, other children, or school staff?

• other related issues and wider context.

Options to manage the report

It is important that we consider every report on a case-by-case basis. When to inform the alleged person who has harmed will be a decision that should be carefully considered.

Where a report is going to be made to children's social care and/or the police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged person who has harmed will be informed of the allegations.

However, as per general safeguarding principles, this does not and will not stop our school taking immediate action to safeguard our children, where required.

There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally

• In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support.

• Whatever the schools or college's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

• All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic using CPOMS).

2. Early help

• In line with point 1 above, the school may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life.

Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

• Full details of the early help process are in Chapter 1 of Working Together to Safeguard Children.

• Multi-agency early help will work best when placed alongside strong school or college policies, preventative education as set out in Part three of this advice and engagement with parents and carers.

• Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

• All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic using CPOMS).

3. Referrals to children's social care

• Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to local children's social care.

• At the referral to children's social care stage, schools will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

• If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the person who has allegedly been hurt and, where appropriate, the person who has allegedly hurt and any other children that require support

• As a school, we will not wait for the outcome (or even the start) of a children's social care investigation before protecting the alleged person who has been harmed and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment will help inform any decision. Consideration of safeguarding the allege person who has been harmed, alleged person who has harmed, any children directly involved in the reported incident and all children (and adult students) at the school or college should be immediate.

• In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

• Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

• All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic via CPOMS).

4. Reporting to the police

• Any Report to the police will generally be in parallel with a referral to children's social care (as above).

• It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.

• Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged person who has harmed is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

• At this stage, we will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

• Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged person who has harmed and their parents or carers. They should also discuss the best way to protect the alleged person who has been harmed and their anonymity.

• In some cases, the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the alleged person who has been harmed as required.

• Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

• All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic CPOMS).

Safeguarding and supporting the alleged person who has been harmed

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged person who has been harmed.

• Consider the age and the developmental stage of the alleged person who has been harmed, the nature of the allegations and the potential risk of further abuse. Schools should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the alleged person who has been harmed and alleged person who has harmed.

• The needs and wishes of the alleged person who has been harmed should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the alleged person who has been harmed, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the alleged person who has been harmed daily experience as normal as possible, so that the school is a safe space for them.

• The alleged person who has been harmed should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.

• Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape. Support can include:

• Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for the person who has allegedly been hurt is based within the specialist sexual violence sector and will help the alleged person who has been harmed understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the person who has allegedly been hurt.

• Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.

• Child and adolescent mental health services (CAMHS).

• Rape Crisis Centre's can provide therapeutic support for children who have experienced sexual violence.

• Internet Watch Foundation (to potentially remove illegal images)

The alleged person who has been harmed may not disclose the whole situation immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools should ask the alleged person who has been harmed if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the child's. Schools should respect and support this choice.

•A child who has allegedly been harmed by sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools should avoid any action that would have the effect of isolating the child, in particular from supportive peer groups, there may be times when the child finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the child wants to, not because it makes it easier to manage the situation. If required, schools should provide a physical space for children to withdraw.

• It may be necessary for schools to maintain arrangements to protect and support the child for a long time. Schools should be prepared for this and should work with children's social care and other agencies as required.

• It is important that the school does everything they reasonably can to protect the child from bullying and harassment as a result of any report they have made.

• Whilst they should be given all the necessary support to remain in their school, if the trauma results in the child being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the child (and following discussion with their parents or carers).

• It is important that if the child does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead should take responsibility to ensure this happens (and should discuss with the child and, where appropriate, their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Safeguarding and supporting the person who has allegedly hurt

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged person who has harmed:

• The school will have a difficult balancing act to consider. On one hand they need to safeguard the alleged person who has been harmed (and all other children, adult students and staff at the school or college) and on the other hand provide the alleged person who has harmed with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

• A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Schools should work with professionals as required to understand why a child may have abused a peer. It is

important to remember that, as a child, any alleged person who has harmed is entitled to, deserving of, and should be provided with, a high level of support to help them understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again.

• Consider the age and the developmental stage of the alleged person who has harmed and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them. *Use of Brook Traffic Light System*

• Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged person who may have hatmed may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviour in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

• It is important that if the alleged person who has harmed does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children, adult students and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.

Sanctions and the alleged person who has harmed

Schools

With regard to the alleged person who has harmed, advice on behaviour and sanctions in schools is clear that teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them.

Sanctions can be taken whilst other investigations by the police and/or children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis.

The designated safeguarding lead (or a deputy) should take a leading role. The school should consider if, by taking any action, they would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or children's social care should help the school make a determination.

It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach their own view about what happened while an independent investigation is considering the same facts.

Sanctions and support

Issuing sanctions and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

On the one hand there is preventative or forward-looking action to safeguard the person who has allegedly been hurt and/or the alleged person who has harmed, especially where there are concerns that the person themselves may have been a person who has allegedly been hurt of abuse; and, on the other, there are sanctions to punish a person who has allegedly harmed for their past conduct.

The school should be very clear as to which category any action they are taking falls or whether it is really both, and should ensure that the action complies with the law relating to each relevant category.

Working with parents and carers

The school will, in most instances, engage with both the person who has allegedly been hurt and the person who has allegedly hurt's parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. Schools should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, children's social care and/or the police will have a very clear view and it will be important for the school or college to work with relevant agencies to ensure a consistent approach is taken to information sharing.

It is good practice for the school to meet the person who has allegedly been hurt's parents or carers with the person who has allegedly been hurt present to discuss what arrangements are being put in place to safeguard the person who has allegedly been hurt and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school to meet with the person who has allegedly hurt's parents or carers to discuss any arrangements that are being put into place that impact the person who has allegedly hurt, such as, for example, moving them out of classes with the person who has allegedly been hurt and what this means for their education. The reason behind any decisions should be explained. Support for the person who has allegedly hurt should be discussed.

The designated safeguarding lead (or a deputy) would generally attend any such meetings. Consideration to the attendance of other agencies should be considered on a case-by-case basis.

Clear behaviour policies and child protection policies, especially policies that set out the principles of how reports of sexual violence will be managed and how person who has allegedly been hurt and person who has allegedly hurts are likely to be supported, that parents and carers have access to, will, in some cases, help manage what are inevitably very difficult conversations.
Parents and carers may find it difficult to cope with a report that their child may have been harmed or is alleged to have harmed another child. The school will communicate sensitively, share information lawfully and proportionately, and signpost families to appropriate support identified in KCSIE 2026 and through local safeguarding partners.

Safeguarding other children

At Ladygrove Primary School consideration will be given to supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

Following any report of sexual violence or sexual harassment, it is likely that some children will take “sides”. The school should be doing all they can to ensure both the person who has allegedly been hurt and person who has allegedly hurt, and any witnesses, are not being bullied or harassed.

Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between person who has allegedly been hurt and the person who has allegedly hurt and a very high likelihood that friends/ family from either side could harass the person who has allegedly been hurt or person who has allegedly hurt online and/or become a victim of harassment themselves.

As a school we recognise that school transport is a potentially vulnerable place for a person who has allegedly been hurt or person who has allegedly hurt following any incident or alleged incident. The school or college, as part of its risk assessment, should consider any additional potential support needs to keep all of their children safe.

Our Safeguarding culture makes it clear that sexual violence and sexual harassment is always unacceptable.

Lessons, safeguarding displays and Child Protection policy all highlight the NSPCC numbers as important points of contact.
NSPCC number for adults: 0808 800 5000
NSPCC number for children: 0800 1111

The role of education in prevention

The most effective preventative education programme will be through a whole-school approach that prepares pupils for life in modern Britain. Ladygrove Primary has a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This is underpinned by the school’s behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum.

Such a programme has been developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and may tackle such issues as:
• healthy and respectful relationships;
• what respectful behaviour looks like;
• consent;
• gender roles, stereotyping, equality;
• body confidence and self-esteem;
• prejudiced behaviour;
• that sexual violence and sexual harassment is always wrong; and
• addressing cultures of sexual harassment.

Good practice allows children an open forum to talk things through. Such discussions can lead to increased safeguarding reports. Children should be made aware of the processes to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

Our strong focus on PSHE lessons through the delivery of our Jigsaw programme, allows children an open forum to talk things through.

Other advice and guidance

This advice should not be read in isolation. It is important for schools and colleges to consider other relevant advice and guidance, including the following (which is not intended to be an exhaustive list), as part of their approach to protecting children from sexual violence and sexual harassment:

• Exclusions From Maintained Schools, Academies and PRUs (statutory guidance)
• Keeping Children Safe in Education 2026 (statutory guidance)
• Sex and Relationship Education (statutory guidance for maintained schools and academies)
• Working Together to Safeguard Children (statutory guidance)
• Behaviour and Discipline in Schools (advice for schools)
• Children Missing Education (advice for schools)
• Cyberbullying (advice for schools)
• Equality Act 2010 and Public Sector Equality Duty (advice for schools)
• Equality Act 2010 Technical Guidance (advice for further and higher education providers)
• Mental Health and Behaviour in Schools (advice for schools)
• Preventing and Tacking Bullying (advice for schools)
• The Equality and Human Rights Commission (provides advice on avoiding discrimination in a variety of educational contexts)
• UKCCIS Sexting advice (advice for schools and colleges)

As stated in Keeping Children Safe in Education 2026:

Staff working with children should maintain an attitude of "it could happen here" where safeguarding is concerned. Safeguarding is everyone's responsibility; staff must act immediately on concerns, follow the school's procedures, share information when necessary to protect a child, and always act in the child's best interests.