CHILD-ON-CHILD ABUSE (INCLUDING HARASSMENT AND VIOLENCE) POLICY AND PROCEDURES

This procedure applies to all day and boarding pupils within the Royal Russell Senior School, the Royal Russell Junior School and St. David's Preparatory School.

This policy should be read in conjunction with:

- Keeping Children Safe in Education (KCSIE) 2026
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2024)

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Key Definitions

Child-on-child abuse is abuse, harassment or violence between children. It can happen inside or outside school and online, and may be a single incident or a pattern of behaviour. It is preventable and must never be dismissed as "banter", "part of growing up" or "just having a laugh". The School recognises the safeguarding needs of both the child who has been harmed and the child alleged to have caused harm.

Child-on-child abuse can take many forms, including those listed below. This list is not exhaustive:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents;
- abuse within intimate personal relationships between children, including stalking and coercive or controlling behaviour;
- physical abuse, including serious physical harm and threats involving weapons;
- sexual violence and sexual harassment;
- causing someone to engage in sexual activity without consent;
- harmful sexual behaviour, which exists on a continuum from developmentally inappropriate behaviour to sexual violence;
- making or sharing nudes and semi-nudes, whether consensual or non-consensual, including digitally altered or AI-generated images and "deepfakes";
- upskirting; and
- initiation or hazing-type violence and rituals.

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature that can occur online or offline. It may be a standalone incident or form part of a wider pattern of sexual harassment or sexual violence. It may include sexual comments, sexualised name-calling, sexual jokes or taunting, physical behaviour such as deliberately brushing against someone or interfering with clothing, displaying sexual images, and online sexual harassment.

Children who may be more vulnerable

Children with special educational needs and/or disabilities (SEND) may face additional safeguarding barriers. Staff must not assume that indicators of abuse are explained by SEND, should recognise that these children can be disproportionately affected by bullying and may have communication barriers, and should liaise with the DSL and SENCO or relevant learning-support lead.

Pupils who board at school face an additional risk due to the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation. In

addition, international boarders may find it harder to communicate what has happened to them if English is not their first language, and due to cultural differences, may find it harder to identify when behaviour towards them or someone else has become abusive.

Staff should also be alert to the safeguarding needs of young carers, children with medical conditions, children experiencing mental-health difficulties, children with a social worker, and children vulnerable to exploitation, serious violence or modern slavery.

A child being lesbian, gay or bisexual is not in itself a risk factor. However, LGB children may be targeted by other children. Children who are questioning their gender may also have vulnerabilities requiring a careful, child-centred safeguarding response. Decisions must be made case by case, with parents involved unless doing so would create a risk of significant harm, and with the child's safety, privacy and dignity kept central.

The School recognises that some forms of child-on-child abuse are gendered. Girls are more likely to experience sexual harassment and sexual violence, while boys may be more likely to experience certain forms of initiation or violence. However, any child can experience or display any form of abuse, and staff must respond to the individual facts without stereotyping.

Preventing Child on child Abuse

The School has a zero-tolerance approach to sexual harassment and sexual violence. Such behaviour is never acceptable, will not be tolerated and must not be dismissed as "banter", "just having a laugh" or "part of growing up". Even where there are no reported incidents, staff must remain alert to the possibility that such behaviour is occurring but is not being reported.

Staff Training

The School actively seeks to prevent all forms of child-on-child abuse, harassment and violence. It promotes an inclusive, anti-discriminatory culture in which racism, faith-targeted abuse, misogyny and other discriminatory behaviour are recognised, challenged, recorded and addressed as safeguarding concerns where appropriate. Staff training covers the nature, prevalence and impact of child-on-child abuse and how to prevent, identify, report and respond to it.

Staff are trained in contextual safeguarding, harmful sexual behaviour, prejudice-based harm, serious violence, online and AI-enabled abuse, and the importance of taking all reports seriously.

Staff must:

- act immediately, report concerns to the DSL or a deputy without delay, and call 999 where a child is in immediate danger;
- reassure the child that they are being taken seriously, will be supported and will be kept safe;
- listen without judgement, avoid leading questions and record the child's words accurately;
- never promise confidentiality and explain that information will be shared only with people who need to know;
- never give the impression that the child is creating a problem, nor make them feel ashamed for reporting;
- treat online and off-site abuse as seriously as abuse in school; and
- challenge prejudicial, derogatory, sexualised and misogynistic language and behaviour.

All staff are expected to be 'professionally curious' and to consider the possibility that child-on-child abuse could be occurring, and to be mindful of the particular vulnerabilities of boarding pupils, pupils with SEND and pupils who identify as LGB or who are gender questioning.

Staff must act where:

- a child's behaviour or presentation indicates something may be wrong;
- a friend or sibling reports a concern;

- staff overhear a conversation;
- online behaviour, rumours or imagery raise concern;
- patterns appear across incidents or safeguarding records;
- there are concerns about particular locations, times or peer groups;
- a child appears reluctant, unable or not ready to explain what has happened.

Pupil Education

The School's values encourage pupils to respect and value themselves and others. Through the curriculum and wider school life, pupils learn to behave responsibly, show consideration for others and develop as responsible citizens. The School promotes an inclusive, anti-discriminatory culture in which racism and other discriminatory behaviour are recognised, challenged and addressed.
To minimise the risk of pupils displaying harmful or abusive behaviour towards others, the School:

1. Promotes, recognises and rewards positive, respectful behaviour.
2. Educates pupils about safe, healthy and respectful relationships.
3. Teaches pupils about safeguarding and child protection, including bullying, sexual harassment and sexual violence.
4. Fosters an open and supportive culture in which pupils feel able to raise concerns, confident that they will be listened to and taken seriously.
5. Works with pupils to prevent harmful or abusive behaviour and to promote positive, respectful conduct.
6. Regularly reminds pupils how to seek help or report concerns if they experience, witness or are told about any form of abuse.

Identifying Child on child Abuse

Staff should recognise that child on child abuse is abuse. It must not be tolerated and regarded as 'banter' or part of growing up. The term applies to any abuse performed by one pupil on another, regardless of their ages.

Signs that a pupil might be suffering from child-on-child abuse overlap with those indicating other types of abuse. The Safeguarding and Child Protection Policy contains further information on these. Abuse affects individuals very differently. Child on child abuse symptoms might include:

- Experiencing difficulties with emotional wellbeing or mental health
- Becoming withdrawn; experiencing headaches, stomach aches, anxiety and/or panic attacks
- Changes in behaviour including alcohol or substance abuse
- Changes in appearance and/or starting to act in a way which is not appropriate for the pupil's age
- Abusive behaviour towards others

Where a pupil exhibits behaviour which is out of character for their age, staff should always consider whether abuse is contributing to the behaviour.

An imbalance of power may be present, but it is not required in every case. Power may arise from age, development, size, status, popularity, economic or social position, disability, access to information, or the involvement of a group. Staff must consider the individual context and avoid applying rigid thresholds before reporting a concern.

Peer group dynamics play an important part in determining a pupil's vulnerability to abuse. Staff should be alert to the differing behaviours pupils exhibit. Some may tend to follow; some might be socially isolated from their peers; others might be questioning their gender identity or exploring their sexuality. These factors could make pupils more vulnerable to child-on-child abuse.

Staff should seek advice from the Safeguarding Team if they have any concerns about a pupil and should take into consideration the special educational needs/disabilities of a pupil when considering his/her behaviour.

Other school resources are available in Annex C.

Forms of Child-on-Child Abuse and Required Responses

Child-on-child abuse can take many forms. The examples below are not exhaustive. Each subsection explains the behaviour and the action staff must take.

Any concern that behaviour may constitute child-on-child abuse, or that a child may be at risk of harm, must be reported to the DSL or a DDSL without delay. Pastoral and behaviour procedures may operate alongside the safeguarding response but must not replace or delay it.

Physical Abuse

Physical abuse may include hitting, kicking, shaking, biting, hair pulling, deliberately causing injury, serious physical harm or threats involving a weapon.

Action: In the Senior School, any concern involving a weapon, serious violence, significant injury, repeated assault, coercion, exploitation, a stated intention to harm, a marked power imbalance or any other safeguarding indicator must be reported immediately to the DSL or a DDSL. Staff must not investigate the concern themselves. Emergency services must be contacted where necessary. Other physical incidents should be reported promptly to the pupils' Heads of House and the Assistant Head Pastoral.

In the Junior School, report it to the Pastoral Deputy Head. If a child is injured at Royal Russell, arrange assessment by the Health and Wellbeing Centre or, out of hours, a first aider. Inform the child's parent and the DSL or a DDSL. At St David's, report concerns to the Assistant Head Pastoral or Deputy Head Teacher; injuries must be assessed in the Medical Room.

Sexual violence and sexual harassment.

These terms are defined above.

Sexual violence and sexual harassment can occur between children of any age or sex, including where one child or a group targets another child or group.

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour by children and young people. It exists on a continuum from inappropriate or problematic behaviour to sexual violence, may occur online or offline, and may include sexualised language or role play, coercion, non-consensual touching, sexual assault or abuse, and making or sharing sexual imagery, including AI-generated or digitally altered imagery.

HSB is not always planned or intended to harm. A child may be copying behaviour, have been exposed to pornography or abuse, lack understanding of consent and boundaries, or have developmental, social or emotional needs. The behaviour may also distress the child who displayed it. Children who display HSB should therefore not automatically be viewed as malicious offenders; they may be vulnerable and require safeguarding support.

Action: Refer every concern immediately to the DSL or a DDSL, who will follow KCSIE guidance for responding to and managing a disclosure.

Bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally causes physical or emotional harm. It commonly involves a real or perceived power imbalance. However, a serious one-off incident may still be child-on-child abuse or another safeguarding concern and must be reported and addressed according to its nature and impact.

Examples include threats, rumours, physical or verbal attacks, prejudice-based targeting and deliberate exclusion.

Online bullying

Online bullying is the use of technology to harass, threaten, intimidate, humiliate or exclude another person. It may include:

- abusive, threatening, menacing or anonymous messages, posts, calls or comments;
- sharing humiliating images or videos, including AI-generated content or deepfakes;
- stealing another person's online identity or spreading rumours;
- trolling, hate sites, group bullying or deliberate online exclusion;
- encouraging a child to self-harm; or
- pressuring a child to send sexual messages or images, or to engage in sexual conversations.

Prejudice-based and discriminatory behaviour

This includes racism, faith-targeted abuse and behaviour connected with disability, SEND, ethnicity, culture, religion or belief, sex, sexual orientation, gender questioning, gender reassignment, home circumstances or other aspects of identity. It can significantly affect a child's welfare, mental health, safety and willingness to seek help, and must be challenged, recorded and considered within safeguarding practice where appropriate.

Action: In the Senior School, report bullying promptly to the HoM of each child involved; in the Junior School, report it to the Pastoral Deputy Head or Phase Leader. At St David's, the class teacher will investigate and report to the Assistant Head Pastoral; the matter may be escalated to the Deputy Head Teacher or Head Teacher.

Inform the DSL or a DDSL immediately if the concern has a sexual or violent element, or if the child who has been harmed has a history of, or refers to, self-harm or suicidal thoughts.

Making or sharing nudes and semi-nudes, including AI-generated or digitally altered imagery

This includes a child making, sending, posting or sharing nude or semi-nude images, videos or livestreams, including imagery digitally altered or generated using AI, such as deepfakes. It may occur through messaging, social media, gaming, file-sharing, forums, device-to-device services or other technologies. Every incident requires a safeguarding response, whether described as consensual or non-consensual.

Action: Refer every incident immediately to the DSL, who will follow the government guidance.

Upskirting

Upskirting is taking an image under a person's clothing without their knowledge, with the intention of viewing their genitals or buttocks for sexual gratification or to cause humiliation, distress or alarm. It is a criminal offence, and anyone can be a victim.

Action: Refer every incident immediately to the DSL, who will follow the government guidance.

Initiation and hazing

Hazing is an initiation practice used to induct newcomers into a group, such as a sports team. It can range from apparently mild rituals to severe or violent ceremonies and may involve humiliation, embarrassment, abuse or harassment.

Action: Report any initiation or hazing concern immediately to the DSL or a DDSL so they can assess the nature and seriousness of the behaviour.

Abuse in intimate personal relationships between children

Abuse in current or former intimate relationships between children may be physical, sexual, emotional or online and may include coercive or controlling behaviour, stalking, threats, harassment, monitoring or isolation. It can occur in relationships of any sex or gender and may overlap with child sexual exploitation or other abuse.

Action: Refer every concern immediately to the DSL or a DDSL, who will follow KCSIE guidance for responding to and managing a disclosure.

Responding to reports and concerns about child-on-child abuse, harmful sexual behaviour, sexual harassment and sexual violence

Child-on-child abuse can occur anywhere—online or offline, and inside or outside school. Staff must maintain an attitude of “it could happen here”, act immediately on every report or concern, and follow the Safeguarding and Child Protection Policy.

Staff must act in the child’s best interests and follow the safeguarding principles in this policy. Immediate consideration must be given to supporting and protecting the child who has been harmed, the child alleged to have caused harm and any other affected children.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is that the report should be referred to the police. This remains the starting point even where the child alleged to have caused harm is under the age of criminal responsibility. The DSL will liaise with the police and children’s social care and will record any advice received and decisions made.

The DSL or a DDSL is best placed to advise on the School’s initial response. They will consider:

- the child’s wishes about how to proceed, particularly for sexual violence or harassment, giving them as much control as reasonably possible while balancing the duty to protect others and report suspected crimes against children;
- the nature of the alleged incident, including whether a crime or HSB may be involved;
- the children’s ages and developmental stages;
- any power imbalance, including age, maturity, confidence, social standing, disability or learning difficulty;
- whether the incident is isolated or part of a sustained pattern, including other forms of abuse;
- whether the behaviour occurred within an intimate personal relationship;
- any intra-familial harm and support needed for siblings;
- ongoing risks to the child who has been harmed, other children, adult students or staff; and
- the wider context, including links to child sexual or criminal exploitation.

Concerns about child-on-child abuse must be handled swiftly, sensitively and thoroughly in accordance with the steps below.

1. If a pupil is in immediate danger or at risk of significant harm, refer immediately to children's social care and/or the police. Staff may liaise with the DSL or contact the Multi-Agency Safeguarding Hub directly on 0208 255 2888.
2. If a member of staff believes that a pupil may be experiencing, at risk of, or displaying abuse towards peers, they must discuss the concern with the DSL without delay, following the Safeguarding and Child Protection Policy referral process. A course of action will then be agreed.
3. If a pupil reports child-on-child abuse that they have experienced or witnessed, the member of staff must listen and follow the Safeguarding and Child Protection Policy.
4. Staff must reassure the child that they are being taken seriously, will be supported and kept safe. A child must never be made to feel that they are creating a problem or be shamed for making a report.

Recording Requirements

Records of any disclosures will:

- be made as soon as possible;
- use the child's own words;
- distinguish fact, observation and professional judgement;
- record questions asked;
- record the date, time, place and people present;
- be passed to the DSL immediately.

Staff must not view, copy, forward, print, save or delete sexual imagery. Staff must not ask a child to retrieve or display such imagery. Where other potential evidence may exist, staff must take advice from the DSL and must not undertake their own examination of devices, messages or accounts.

Information Sharing

The UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025 do not prevent safeguarding information from being shared. Where necessary to protect a child, information must be shared proactively, lawfully, securely and on a need-to-know basis.

Concerns about information sharing must not stand in the way of protecting a child. The DSL must ensure that records clearly summarise the concern, actions, decisions, reasons and outcomes, distinguishing facts, professional judgement and the child's own words.

The School will do all it reasonably can to protect the anonymity of all children involved, including witnesses. Information will be shared only with those who need it for safeguarding, support, disciplinary or statutory purposes. Staff will consider the risk of rumours, social-media discussion, retaliation, bullying and the disclosure of a child's identity. Children and parents will be given appropriate guidance about confidentiality without being asked to sign confidentiality agreements or being prevented from seeking support.

Action by the DSL

The DSL will use their professional judgement to determine whether it is appropriate for the alleged behaviour to be dealt with internally and, if so, whether any external specialist support is also required.
In borderline cases, the DSL may consult with children's social care or other external agencies to determine the most appropriate response. Decisions will be supported with reference to guidance from the National Police Chiefs Council on when to call the police.
Where the DSL considers or suspects that the behaviour in question might be abusive or violent (as opposed to inappropriate or problematic) the DSL will immediately contact MASH for guidance. Parents will be informed as soon as possible, provided this does not present a safeguarding risk to the child.

Following a risk and needs assessment, the DSL will decide and record the appropriate pathway. This may include:

- managing the matter internally with appropriate safeguarding, pastoral and disciplinary measures;
- seeking specialist advice or support;
- support through universal services or community-based early help;
- a referral for targeted early help through Family Help;
- a referral to children's social care;
- a report to the police; and/or
- a child-on-child abuse risk and needs assessment and safety plan.

All children involved will be treated as children first. The child who has been harmed, the child alleged to have caused harm and any other affected children will receive proportionate safeguarding support. Language will remain neutral and non-labelling unless guilt has been established through the appropriate process. Arrangements will be kept under regular review and updated when circumstances or risks change.

Victims of child-on-child abuse will be supported through a risk assessment and safety plan drawn up by the Deputy Head Pastoral in liaison with the Safeguarding team (at Royal Russell) or the Safeguarding Team (at St David's). The School will ensure that medical, counselling and other appropriate services are offered to the victim and, in consultation with the victim and his/her parents, a plan will be agreed. This will be reviewed regularly.

Disciplinary Action

The School will consider whether disciplinary action may be appropriate for any pupil who has been involved. This action may be necessary to:

a. Ensure the pupil takes responsibility for, and realises the seriousness of, his/her behaviour
b. To demonstrate to pupils that child-on-child abuse can never be tolerated
c. To ensure the safety and wellbeing of other pupils.

These considerations will be balanced against the pupil's own potential unmet needs and any safeguarding concerns. Discussion with parents will form part of this consideration.

Before deciding on appropriate action, the School will always consider:

a. Its duty to safeguard all children from harm
b. The underlying reasons for a pupil's behaviour
c. Any unmet needs or harm or abuse suffered by the pupil
d. The risk the pupil may pose to other pupils
e. The severity of the child-on-child abuse and the causes of it.

f. Whether a criminal offence has been committed

A risk assessment of the situation will be carried out (with the help of the statutory authorities where appropriate) with a view to ensuring the safety of all pupils. Such a risk assessment might include:

1. Whether a pupil should be removed from school or from certain classes for a period of time
2. Whether sleeping arrangements need to be changed (in the case of a boarder at Royal Russell)
3. Whether contact with certain individuals needs to be managed.

A written risk and needs assessment and safety plan will be put in place where required and kept under regular review. Where a report concerns rape, assault by penetration or sexual assault, the School will consider separation while the children are on the premises and during relevant activities, taking account of the child's wishes, proportionality, educational impact and advice from children's social care or the police. The School will avoid actions that appear to penalise the child who has been harmed.

Ongoing Proactive Work

After any incident that has involved contact with children's services or the police, the School will undertake a review of its practices to see if anything can be learnt to prevent future abuse. Such a review is likely to consider some of the following questions:

a. What protective factors and influences exist within the School and how can these be strengthened?
b. How, if at all, did the School's physical environment contribute to the abuse, and how can the School address this going forwards?
c. Did wider gender norms, equality issues and/or societal attitudes contribute towards the abuse?
d. Does the abuse indicate the need for further staff training and/or pupil education?
e. Were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other pupils in the School?

This policy should be read in conjunction with the policies listed below, all of which are available in the Staff Shared Area or on request

Anti-Bullying Policy (Royal Russell)
Anti-Bullying Policy (St David's)
Behaviour Policy (Royal Russell)
Positive Behaviour Policy (St David's)
Preventing Extremism and Radicalisation Policy
Safeguarding (including Child Protection) Policy

Reviewed and updated	DSL, SLT, Governor	September 2026
Reviewed and approved	**EWC**	October 2026
To be Reviewed and approved	**Board**	December 2026
Next review		September 2027

Annex A: Immediate response when a child makes a disclosure

The checklist below must be read alongside the main procedure. Staff must report immediately to the DSL or deputy, must not investigate, must not view or forward sexual imagery, and must call 999 if a child is in immediate danger.

- ✔ Ask the child outright if they've been harmed and what the nature of the harm was
- ✔ Listen and reassure them that they will be supported and kept safe
- ✔ Reflect back, using their language
- ✔ Be mindful that some children may face additional barriers to disclosure because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- ✔ Remember that:
  - This may only be the first incident the child has reported
  - Trauma can impact memory, so the child may not be able to recall all of the details or timeline of the abuse
- ✔ Make a written record as soon as possible, stating only the facts
- ✔ Tell our designated safeguarding lead (DSL) urgently:
- ✔ Where appropriate, take action yourself
  - If the child is in immediate danger or at risk of harm, make a referral to children's social care
  - If an offence has been committed, report it to the police (even if the alleged perpetrator(s) is under 10). You can confiscate devices as evidence for the police, if the report includes an online element.
  - Find out whether the victim and alleged perpetrator(s) share classes, premises or transport, and consider how to keep them a reasonable distance apart while on the premises, including both before and after school

- ✘ Dismiss the incident as 'banter', 'part of growing up' or 'having a laugh'
- ✘ Ask leading questions
- ✘ Promise total confidentiality - explain who you will need to tell and why
- ✘ View photos or videos of a sexual nature
  - If you do so by accident or think you might need to in order to deal with the issue effectively, talk to our DSL
- ✘ Take notes while the child is talking, if at all possible
- ✘ Tell anyone about the disclosure unless they need to know in order to progress it

Annex B: Template of Risk Assessment

ROYAL RUSSELL CHILD ON CHILD SEXUAL ABUSE: RISK AND NEEDS ASSESSMENT AND VERSION RECORD

The School will use this template to help

- Assess the risks to the children involved in an incident of child on child sexual abuse
- Meet the expectations in Part five of Keeping Children Safe in Education (KCSIE) 2026 on responding to and managing reports of harmful sexual behaviour, sexual harassment and sexual violence.

How to use this template

We have used “Child A” and “Child B” to signify the children involved, rather than saying “victim” and “alleged perpetrator(s)”. This is because you should avoid assigning guilt until a formal investigation has been conducted by the appropriate authorities.

We will consider each question/consideration from the perspective of both pupils, and be sure to do this in collaboration with them. We will also consider the impact on, and needs of, the wider school community, and record any concerns or actions in the most appropriate column.

We will work with the local multi-agency safeguarding team (MASH) when conducting this risk assessment, and update it in response to any advice they provide. Some of the prompts may require input from other MASH agencies. We will add specific questions and considerations based on the nature of each incident and on the advice provided.

We will keep track of the changes made:

- Create a new copy of the document
- Update the version number at the top of the risk assessment
- Record what has changed in the update log (at the end of the document)
- Save the most recent version of the risk assessment on our Safeguarding Platform: MyConcern

This is a living document – which will be updated as often as daily based on conversations with, and feedback from, the children and parents involved, feedback from staff, guidance from the MASH, or information from the police and children’s social care.

RISK ASSESSMENT – VERSION [NUMBER]

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Details of the incident **Record details of the incident from the point of view of both children**	• How serious is the incident? Was it a crime? • Were there any other victims? [If yes, add extra columns for each other child] • Do we need to make arrangements to limit contact between the children involved, other than keeping them a reasonable distance apart on school premises including at before and after-school activities and on school transport? * • How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident? • Did the incident take place within an intimate relationship between the children? • Are there any related issues, including links to child sexual exploitation and child criminal exploitation?			Use this column to record additional information that may be relevant For example, previous, unrelated behaviour incidents	
Social Risks	• Do the children share a peer group? Are people in their friend group likely to take sides? • Do they both attend your school? • Do other people know about the incident? Do those people understand: o Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing o The importance of confidentiality o If, and how, they may need to be involved in any further investigations • Are they likely to be the subject of gossip, bullying or further harassment? • Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)? • Do they risk being alienated from their friend group(s) as a result of this incident?				
Physical Risks	• Do they feel, or continue to feel, physically threatened by the other child? • Do you have reason to believe there is a continued risk to the safety and wellbeing of the children involved, or other pupils and staff? • Is either party at risk of physical harm as a result of this incident				

	(for example, bullying or 'retribution' by peers) • Do they share classes/break times/etc.? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited?				
Environmental Risks	• Do they live in a home where violence or abuse has occurred? • Do they live in or near an area or location known to police to be high risk for sexual harassment or assault? • Are they active on social media? If so, how? Do they know how to protect themselves from online grooming? • What activities do they take part in outside of school? • Are parents clear about: o How the school (and partner agencies) are handling the incident? o Confidentiality? o The conduct expected of them while an investigation is ongoing?				

*Where a report concerns rape or assault by penetration, immediate separation and class or activity arrangements must be considered in consultation with relevant agencies. For sexual assault and other harmful sexual behaviour, contact arrangements must be determined through an immediate, individual risk and needs assessment. The School must avoid arrangements that have the effect of penalising the child who has been harmed.

DATE	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY
	E.g, “Updated lunchtime arrangements”	E.g, “Feedback from Child A”	

Annex C: Support and specialist resources

Resource links and contact details must be checked at each policy review. The DSL should use current KCSIE 2026, UKCIS guidance on sharing nudes and semi-nudes, CEOP, the UK Safer Internet Centre, the Internet Watch Foundation and Report Remove as appropriate.

Child Exploitation and Online Protection command: CEOP is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors

The NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies)

Support from **specialist sexual violence sector organisations** such as Rape Crisis or The Survivors Trust

The Anti-Bullying Alliance has developed guidance for schools about Sexual and Sexist Bullying

Online: Schools and colleges should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated and support is available from:

The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues

Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF)

Childline/IWF *Report Remove* is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online

UKCIS Sharing nudes and semi-nudes advice: Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery). Please see footnote 8 for further information
Thinkuknow from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online

LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.