



Wallsend Jubilee Primary School

Child on Child Policy

Governance	
Version	1
Policy Officer	David Harrison
Adoptive Date	20.09.25
Readopted Date	20.9. 26
Next Review date	September 2027
Statutory	

Version History Log

Version 1	Description of Change	Date/Author
1	New format	DH
2	Updated	DH

1. Statement of Intent

At our school, we are committed to safeguarding and promoting the welfare of all children. We recognise that children can abuse other children and that child-on-child abuse can occur both inside and outside school, including online. We maintain a culture of vigilance and operate on the principle that "it could happen here". All concerns will be taken seriously, investigated appropriately and responded to promptly. This policy should be read alongside the school's Child Protection and Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety Policy and Staff Code of Conduct.

This policy is based upon the statutory guidance contained within **Keeping Children Safe in Education (KCSIE) 2025**, **Working Together to Safeguard Children 2023**, the **Children Act 1989 and 2004**, **The Equality Act 2010**, and **Relationships Education, Relationships and Sex Education and Health Education Guidance**. [\[gov.uk\]](https://www.gov.uk), [\[slat.org.uk\]](https://www.slat.org.uk), [\[gov.uk\]](https://www.gov.uk)

2. Definition of Child-on-Child Abuse

Child-on-child abuse is any form of abuse where a child is harmed by another child or group of children.

It can take many forms, including:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse
- Emotional abuse
- Sexual violence
- Sexual harassment
- Harmful sexual behaviour (HSB)
- Online abuse
- Image-based abuse
- Misuse of technology and social media
- Initiation or hazing-type violence
- Abuse related to race, religion, disability, sex, gender reassignment or sexual orientation
- Coercive, controlling or threatening behaviour
- Child-on-child exploitation

Children can be both victims and perpetrators of abuse, and both require appropriate support and safeguarding responses. [\[slat.org.uk\]](https://slat.org.uk), [\[consult.ed...ion.gov.uk\]](https://consult.education.gov.uk)

3. Principles

Our school will:

- Maintain a zero-tolerance approach to abuse.
- Never dismiss abusive behaviour as:
 - "banter"
 - "having a laugh"
 - "part of growing up"
 - "boys being boys"
- Create a culture where children feel safe to report concerns.
- Ensure all reports are treated seriously.
- Support victims and alleged perpetrators appropriately.
- Take a contextual safeguarding approach.
- Recognise that abuse can occur online and offline.
- Work collaboratively with parents, external agencies and safeguarding partners where appropriate. [\[slat.org.uk\]](https://slat.org.uk), [\[gov.uk\]](https://gov.uk)

4. Understanding Vulnerability

While any child can be affected, some children may be more vulnerable, including:

- Children with SEND
- Children in care or previously looked after
- Children experiencing mental health difficulties
- Children known to social care
- Children from minority ethnic groups
- Children with communication difficulties
- Young carers

Staff should be particularly alert to indicators of vulnerability and barriers to disclosure. KCSIE highlights that children with disabilities are significantly more likely to experience abuse. [\[slat.org.uk\]](https://slat.org.uk), [\[cleves.co.uk\]](https://cleves.co.uk)

5. Sexual Violence and Sexual Harassment

The school acknowledges that sexual violence and sexual harassment can occur between children of any age, including primary-aged pupils, although incidents may present differently within a primary setting.

Examples include:

Sexual Harassment

- Sexual comments
- Sexualised language
- Sexual jokes
- Taunting
- Online sexual harassment
- Sharing sexual images
- Unwanted touching
- Deliberately brushing against another child

Sexual Violence

- Sexual assault
- Attempted sexual assault
- Causing sexual activity without consent
- Any behaviour meeting the definition of sexual offences under the Sexual Offences Act 2003

Sexual violence and sexual harassment are never acceptable and will always be taken seriously. [\[slat.org.uk\]](https://slat.org.uk), [\[consult.education.gov.uk\]](https://consult.education.gov.uk), [\[childlawadvice.org.uk\]](https://childlawadvice.org.uk)

6. Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a continuum ranging from developmentally expected behaviour through to inappropriate, problematic and harmful sexual behaviour.

Staff must:

- Remain professionally curious.
- Avoid assumptions.
- Seek advice from the DSL.
- Consider the age and developmental stage of the children involved.
- Record concerns promptly.

The school will seek specialist support whenever harmful sexual behaviour is identified.

7. Online Child-on-Child Abuse

Online abuse may include:

- Cyberbullying
- Sharing indecent images
- Sexting/image-sharing
- Sexual harassment online
- Threatening messages
- Exclusion from online groups
- Impersonation
- Coercion or blackmail
- Uploading images without consent
- Use of AI or digital technologies to harass, humiliate or manipulate others

The school recognises that online abuse can occur both on and off school premises and may continue outside school hours. Staff will respond to online incidents in the same way as face-to-face incidents. KCSIE requires schools to take a whole-school approach to online safety. [[rghs.org.uk](https://www.rghs.org.uk)], [[gov.uk](https://www.gov.uk)]

8. Reporting Concerns

All staff must:

1. Listen carefully.
2. Remain calm.
3. Reassure the child.
4. Not promise confidentiality.
5. Record the concern accurately.
6. Report immediately to the DSL.

Staff must never:

- Investigate themselves.
- Ask leading questions.
- Dismiss concerns.
- Delay reporting.

Where there is immediate risk of harm, staff should contact the DSL immediately and, if necessary, Children's Social Care or the Police.

9. Responding to Reports

The DSL will consider:

The Victim

- Safety
- Wellbeing
- Wishes and feelings
- Educational needs
- Support requirements

The Alleged Perpetrator

- Safeguarding needs

- Risks posed
- Support requirements
- Additional vulnerabilities

The school recognises that an alleged perpetrator may also be a victim of abuse.

The school will take a trauma-informed, child-centred approach to all responses.
[\[consult.ed...ion.gov.uk\]](#), [\[gov.uk\]](#)

10. Risk Assessment

A formal risk assessment may be completed where appropriate.

This may consider:

- Nature of the allegation
- Ages of children involved
- Developmental stages
- Power imbalance
- Frequency and severity
- SEND needs
- Vulnerability factors
- Risk of recurrence
- Online elements
- Impact on other children

Risk assessments will be reviewed regularly.

11. Support for Children

Support may include:

Victims

- Safeguarding support
- Pastoral support
- Emotional wellbeing support
- Mental health interventions
- Counselling referrals
- Safety planning
- External agency support

Children Who Have Displayed Harmful Behaviour

- Behaviour support
- Safeguarding assessment
- Early Help
- Social care involvement
- Specialist intervention
- Educational support

The aim is to prevent further harm while supporting all children involved.

12. Managing Allegations

The school will consider:

- Internal management strategies
- Behaviour sanctions
- Safeguarding interventions
- Early Help referrals
- Children's Social Care referrals
- Police involvement

Each case will be considered individually.

13. Recording and Information Sharing

All concerns must be recorded on the school's safeguarding system.

Records will include:

- Date and time
- Nature of concern
- Individuals involved
- Actions taken
- Outcomes
- Follow-up arrangements

Information will be shared in accordance with safeguarding legislation and guidance.

14. Prevention

The school adopts a whole-school preventative approach.

This includes:

Curriculum

Through Relationships Education, PSHE, Computing and assemblies, pupils will learn about:

- Respectful relationships
- Kindness
- Consent
- Boundaries
- Online safety
- Recognising abuse
- Reporting concerns
- Equality and diversity
- British Values

School Culture

The school will:

- Promote respect and inclusion.
- Challenge sexism, discriminatory language and prejudice.
- Encourage reporting.
- Celebrate diversity.
- Develop pupil voice.

Staff Training

Staff will receive:

- Annual safeguarding training.
- Child-on-child abuse training.
- Online safety training.
- Updates following changes to statutory guidance. [\[gov.uk\]](#), [\[gov.uk\]](#)

15. Working with Parents

The school values positive relationships with parents and carers.

Parents will be:

- Informed of concerns where appropriate.
- Supported in understanding safeguarding processes.
- Encouraged to work collaboratively with the school.

The school may need to delay informing parents where doing so would increase risk to a child or undermine a statutory investigation.

16. Monitoring and Review

The Governing Body will monitor the effectiveness of this policy through:

- Safeguarding reports
- DSL reports
- Pupil voice activities
- Staff training records
- Safeguarding audits

This policy will be reviewed annually or sooner if required due to changes in legislation or statutory guidance.

Key Legislative and Guidance References

- **Keeping Children Safe in Education 2025** (Department for Education) [[gov.uk](https://www.gov.uk)], [slat.org.uk]
- **Working Together to Safeguard Children 2023**
- **Children Act 1989**
- **Children Act 2004**
- **The Equality Act 2010**
- **Human Rights Act 1998**
- **Sexual Offences Act 2003**
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance** [[gov.uk](https://www.gov.uk)]