



# Additional Information and Guidance on Dealing with Child on Child Abuse

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*I have come in order that you might have  
life—life in all its fullness.  
John 10:10*



## Our Christian Characteristics

**LOVE, JOY, PEACE, PATIENCE, KINDNESS, GOODNESS, FAITHFULNESS, GENTLENESS, SELF- CONTROL**

As a Church of England Primary School, we encourage one another to learn from the teachings of Jesus and the bible, by promoting our Christian characteristics through The Fruit of the Spirit.

***“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control;” Galatians 5:22***

We want everyone in our school family:

- to be loved and show love towards everyone and everything
- to experience joy, show joy and bring joy to others
- to be patient
- to be kind
- to show goodness – be selfless, to act well
- to be faithful and show faithfulness demonstrating trust and loyalty
- to be gentle towards others, showing care and compassion
- to show self-control through controlling our thoughts, emotions and actions

Our Christian Characteristics are referred to through worship and through our curriculum. They are part of living out our vision based around the words of Jesus, he said ***'I have come that you may have life in all its fullness'*** (John 10:10) Our school family will live life in its fullness by demonstrating love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Through embedding our Christian Characteristics and vision we endeavour for everyone to flourish together.



## Child-on-Child Abuse Additional Information

### Statement of Seriousness

Child-on-child abuse is a serious safeguarding concern. It refers to any situation where one child causes significant harm to another, whether physical, emotional, sexual, or through coercive or controlling behaviour. This includes bullying, sexual harassment, physical violence, and online abuse.

Our school does not tolerate any form of child-on-child abuse. All incidents will be treated with the utmost seriousness, and appropriate action will be taken in line with statutory guidance and our safeguarding procedures. **This may require involvement of other agencies including the police and Children's Social Care.**

**When a child makes an allegation of child-on-child abuse, the staff reporting must take the allegation seriously, gather as much information as possible and inform the DSL immediately. The school staff and DSL gather as much information as possible and where appropriate investigate the allegation. However, if the allegation could be a criminal activity then the investigation would be referred to the police.**

### Guidance from KCSiE 2025

In line with *Keeping Children Safe in Education (KCSiE) 2025*, schools must:

- Recognise the signs of child-on-child abuse, including subtle indicators such as withdrawal, anxiety, or unexplained injuries.
- Respond promptly and appropriately to all reports, ensuring that disclosures are taken seriously and acted upon without delay.
- Record incidents accurately, including the context and actions taken, and ensure safeguarding leads are informed.
- Avoid minimising behaviour such as dismissing incidents as “banter” or “just teasing”—KCSiE 2025 reinforces that all staff must challenge inappropriate behaviour and language.
- Provide ongoing support for both parties, recognising that perpetrators may themselves be victims of abuse or trauma.
- Ensure staff training includes how to identify and respond to child-on-child abuse, including sexual violence and harassment.
- Work with external agencies such as children's social care and the police when necessary, ensuring a multi-agency approach to safeguarding.

### Designated Safeguarding Lead (DSL) Responsibilities

### Reporting and Recording Procedures

All incidents of child-on-child abuse must be reported and recorded in line with the school's safeguarding procedures. Staff must use CPOMS (Child Protection Online Management System) to log concerns promptly and accurately, ensuring the Designated Safeguarding Lead (DSL) is

immediately alerted. It is every staff member's responsibility to gather and record as much factual information as possible, following the "Who, What, Where, When" principle:

Who was involved?  
What happened?  
When did this happen?  
Who was there?  
Where did it take place?  
When did it occur?

Staff should avoid speculation or subjective language and instead focus on objective, observable facts. This level of detail is essential for the DSL to assess the situation effectively and make appropriate referrals to external agencies such as Children's Social Care or the police, where necessary. Timely and thorough reporting ensures that safeguarding decisions are well-informed and that all children involved receive the support and protection they need.

### **The DSL will:**

- Gather as much information from staff and make appropriate decisions for referrals and engagement of other support.
- Make decisions on how to progress in safeguarding the children.
- Ensure all staff are aware of the procedures for reporting concerns.
- Monitor the effectiveness of interventions and adjust support plans as needed.
- Promote a culture of openness and safety where children feel confident to speak up.
- Seek appropriate guidance and support.
- In some cases refer to other agencies inc. Children Social Care and The Police.

### **Support for Victims and Perpetrators**

We recognise that both the victim and the perpetrator may require support:

#### **Victim Support:**

- Immediate safeguarding and emotional support.
- Involvement of parents/carers in support planning.
- Regular check-ins with a designated trusted adult.
- Safety planning and emotional support planning.
- A co-ordinated support plan.
- Access to counselling or therapeutic services as appropriate and at the right time.

#### **Perpetrator Support:**

Dependent on the behaviour displayed and investigations the alleged perpetrator will have to have a risk assessment and risk management plan in place. This could vary case by case. All behaviour is a form of communication and therefore it is important to understand that there may be further reasons to why a child has displayed abuse towards another child.

Some possible support could be

- Behavioural intervention and education.

- Access to pastoral care and mentoring.
- Engagement with external agencies if needed.
- Support to understand the impact of their actions and develop empathy.

We aim to respond in a way that is proportionate, restorative, and focused on long-term wellbeing and safety for all children involved.

This policy / additional guidance will be updated in line with KCSiE updates and further information.