



Enriching Lives Everyday



St Peter's Bratton Church of England Academy



Child-on-Child Policy

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School Ethos and Christian Values



At St Peter's Church of England Academy, our Anti-Bullying approach is rooted in our vision:

"Enriching Lives Every Day — enabling our school community to learn, achieve and flourish, living 'life in all its fullness'."

Bullying is incompatible with our Christian values of:

E N R I C H — Excellence, Nurture, Respect, Innovation, Compassion, Hope

These values shape our expectations for behaviour, attitudes, relationships and the way we treat one another.

Our school is committed to providing a safe, inclusive and respectful environment where all pupils can learn without fear of bullying. Bullying in any form is unacceptable and will always be dealt with swiftly, proportionately and in line with Keeping Children Safe in Education (KCSIE), the Education and Inspections Act (2006), the Equality Act (2010) and current Ofsted expectations on behaviour, attitudes and safeguarding.

1. Our Whole-School Approach

St Peter's Bratton adopts a zero-tolerance, whole-school safeguarding approach to all forms of child-on-child abuse. Abuse is abuse and is never tolerated, minimised, or passed off as "banter", "just having a laugh" or "part of growing up". This reflects KCSIE 2025, which emphasises that sexual violence/harassment and other forms of harmful behaviour must never be normalised.

We maintain an attitude of "**it could happen here**", recognising that abuse may be occurring even if no reports have been made.

Our approach is embedded through:

- A strong safeguarding culture
 - Clear behaviour expectations
 - High-quality RSHE curriculum
 - Effective pastoral systems
 - Strong partnership with parents, LAC governors, and the wider Trust family
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2. Definitions

2.1 Child on- -child Abuse

A safeguarding term used in KCSIE covering physical, emotional, sexual or online abuse perpetrated by children towards other children.

2.2 Child on- -child Violence

This term refers to a wide range of behaviours including bullying, physical assault, sexual violence and harassment, and abuse within intimate relationships ("teenage relationship abuse").

3. Forms of Child on- -Child Abuse

Child-on-child abuse may include, but is not limited to:

- **Bullying:** including cyber-bullying, prejudice-based and discriminatory bullying.
- **Physical abuse:** hitting, kicking, shaking, biting, hair-pulling; may include online facilitation.
- **Sexual violence & sexual harassment:** online or face-to-face; never acceptable.
- **Initiation/hazing-type violence or rituals.**
- **Online harm:** harmful content, grooming, coercion, exploitation, image-sharing, misogyny, misinformation and conspiracy theories (added in 2025 updates).

Girls are statistically more likely to be harmed and boys more likely to harm, though all abuse is taken equally seriously.

Children with SEND are three times more likely to be abused than peers.

4. Procedures to Minimise the Risk of Child-on-Child Abuse

- Clear behaviour policy with expectations, sanctions and restorative work
 - Strong supervision in high-risk areas
 - Staff trained to spot early warning signs
 - Visible reporting systems for pupils
 - Prevention across curriculum (RSHE, computing, worship)
 - Regular staff training aligned with KCSIE
 - Ongoing review of Child Protection Online Management System (CPOMS) logs and pattern-spotting
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5. Reporting Systems for Pupils

St Peter's Bratton uses multiple child-friendly reporting routes:

- Trusted adults
- Classroom worry boxes
- Pupil voice surveys
- Direct disclosure to DSLs
- Quiet and safe spaces for disclosure

Reporting systems are visible, accessible and understood by pupils.

6. How Allegations Will Be Recorded, Investigated and Dealt With

6.1 Recording

All concerns are logged immediately on CPOMS and flagged to DSLs. KCSIE 2025 requires timely escalation, documentation and oversight.

6.2 Investigation

The DSL will:

- Listen carefully without judgment
- Ensure immediate safety
- Record factual notes, decisions and rationales
- Consider needs of all children involved (child harmed, alleged child who has harmed, peers)
- Consider criminal thresholds (police/MASH - Multi-Agency Safeguarding Hub)

6.3 Outcomes

Possible outcomes include:

- Early intervention
- Restorative approaches
- Pastoral support

- Disciplinary action
 - Risk assessments
 - External referrals
 - Safety plans
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7. Support for Child who been harmed, Child who has harmed and Affected Children

Child who been harmed must be taken seriously, kept safe and supported.

Support may include:

- ELSA sessions
- Mentoring
- Pastoral care or counselling
- Curriculum adjustments
- Supervision adjustments
- Early Help
- Family support

Child who has harmed may also require support to address underlying needs.

8. Risk Assessments

Risk assessments are living documents and must include:

- A risk assessment for the child who has been harmed
 - One for the alleged child who has harmed
 - Consideration of the wider peer group
 - Clear review dates and evidence reviews took place
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9. Online Safety Considerations

All pupils and staff are required to use their own personal log in which must not be shared with anyone else. Filtering, monitoring and cyber-resilience measures are carried out by the DSL using SENSO which send immediate alerts and generates reports

- Harmful content: misogyny, self-harm, extremism, dis/misinformation, pornography
 - Harmful conduct: image sharing, harassment
 - Harmful contact: grooming, coercion
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10. Staff Training Requirements

All staff must know:

- What child-on-child abuse is
- Signs & indicators
- How to challenge harmful language
- How to report concerns
- That absence of reports ≠ absence of issues

Training includes annual KCSIE SMARTLOG, DSL-led briefings, harmful language updates, scenario-based CPD, Telford and Wrekin and Trust-wide training.

11. Curriculum Approach

The school provides:

- A planned, age-appropriate RSHE curriculum
 - Teaching on relationships, consent, personal boundaries, respect
 - A culture of zero tolerance for discrimination
 - Worship aligned with Christian values
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12. Expectations and Compliance

- **Leadership:** Child-on-child abuse treated as safeguarding, not behaviour management.
 - **Early Intervention:** Staff identify issues early.
 - **Timely Support & Protection:** Immediate response, safety plans and needs-based approach.
 - **Reporting Routes:** Visible, accessible, well-understood systems.
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13. How Our Curriculum Supports the Prevention of Child-on-Child Abuse

St Peter's Bratton's curriculum promotes respectful relationships, safety, emotional literacy and early identification of concerns, as required by KCSIE 2025.

13.1 RSHE / PSHE

Our taught curriculum covers:

- Respectful friendships
 - Personal boundaries and bodily autonomy
 - Consent (age-appropriate)
 - Safe/unsafe behaviour
 - Online safety and reporting routes
- KCSIE 2025 expands online risks to include misinformation, disinformation and conspiracy theories.

13.2 Christian Ethos & ENRICH Values

We reinforce compassion, integrity, respect and hope through worship, assemblies, and curriculum themes.

13.3 Curriculum-wide Safeguarding

Safeguarding themes run through Computing (privacy and safety), English (empathy and relationships), PE (teamwork, boundaries), and Worship.

13.4 Oracy

We teach children the language of safety — enabling them to report concerns confidently.

14. EYFS-Specific Considerations

We know that younger children may display behaviours that are developmentally different from deliberate abuse; staff must recognise the distinction.

14.1 Teaching Safe Relationships

EYFS staff explicitly teach:

- “Kind hands, kind words”
- Personal space
- Stop/No/Consent in simple terms
- Recognising emotions

14.2 Continuous Provision

Our environment promotes:

- Cooperative play
- Turn-taking
- Safe role-play
- Adult-guided conflict resolution

14.3 Identifying Concerning Behaviours

Staff observe for:

- Persistent aggression
- Sexualised behaviour outside developmental norms
- Controlling behaviours
- Avoidance or distress between children

Concerns logged on CPOMS; absence of reports does not mean absence of harm.

14.4 Partnership with Parents

We support parents to understand:

- Normal vs concerning behaviours
- How to reinforce boundaries at home

14.5 Support & Intervention

Support may include:

- ELSA
- Social stories
- Nurture interventions
- SEND/behaviour assessments

15 Role of the Local Academy Committee (LAC)

LAC ensure:

- policies are current and implemented;
- incidents and actions are monitored;
- leaders fulfil KCSIE/Working Together duties;
- safeguarding culture is effective for all pupils, including vulnerable groups.

16 Linked Policies & Guidance

- KCSIE 2025 (DfE) — Keeping Children Safe in Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Ofsted Education Inspection Framework (from Nov 2025)
- <https://www.gov.uk/government/publications/education-inspection-framework>
- Working Together to Safeguard Children 2023 — Multi-agency Guidance
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- UKCIS Guidance: Sharing Nudes and Semi-Nudes (2024) — DSL Actions
- <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- Searching, Screening and Confiscation (2023) — Device Handling
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Behaviour in Schools (2024) — Expectations and Responses
<https://www.gov.uk/government/publications/behaviour-in-schools>

17. Appendices

Appendix 1 — Staff Quick Guide (C•I•A) Flow

1. **Concern:** ensure immediate safety; **record on CPOMS**; alert DSL.
2. **Investigation (DSL):** speak to children/witnesses; review logs; apply KCSIE definitions; consider **Part 5** if sexual violence/harassment.
3. **Action:** risk/needs assessment.
safeguarding measures; sanctions/restorative (where safe).
parents engaged. consider **Police/MASH**.
set review date;
final closure note.

Appendix 2 — Parent Forms

- **Bullying Allegation Form** – see Anti-Bullying policy

Appendix 3 — DSL Risk & Needs Assessment template

- Child who has been harmed/child causing harm/other children;
timetable/seating/escort/supervision; online access; transport; review dates; measures documented (Part 5)