CHALFONT ST PETER
CHURCH OF ENGLAND
ACADEMY

Child on Child Abuse Policy

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Approved by:	The Governing Board	
Written by:	Sally Valentine	September 2026
Next review due by:	Sally Valentine	September 2027

Child-on-Child Abuse Policy

1. Policy Statement

Chalfont St Peter Academy is committed to providing a safe, respectful and inclusive environment in which every child is protected from abuse, harassment, violence, intimidation, discrimination and harmful behaviour.

The Academy recognises that children can abuse other children. This is known as **child-on-child abuse** and can occur between children of any age and sex, in person, outside school, within friendships or relationships, in groups and online.

Child-on-child abuse is a safeguarding concern and will always be taken seriously. The absence of reported incidents does not mean that child-on-child abuse is not occurring. Children may not recognise behaviour as abusive, may be embarrassed or frightened to disclose it, or may be threatened, coerced or pressured into remaining silent.

The Academy therefore adopts an **attitude of "it could happen here"** and a **zero-tolerance approach to abuse**. Inappropriate or abusive behaviour will never be dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys". Such language can minimise harm, discourage children from reporting concerns and contribute to a culture in which abusive behaviour, including misogyny and other prejudice, becomes normalised.

The Academy recognises that child-on-child abuse may be motivated or accompanied by hostility, prejudice or discrimination, including misogyny, misandry, racism, homophobia, transphobia, ableism and other forms of discriminatory or prejudice-based behaviour.

This policy has been developed with regard to **Keeping Children Safe in Education 2026 (KCSIE 2026)**, which comes into force on 1 September 2026, and should be read alongside the Academy's Child Protection and Safeguarding Policy and other relevant safeguarding procedures.

KCSIE 2026 requires schools to have arrangements covering the prevention, reporting, recording, investigation and management of child-on-child abuse, together with appropriate support for all children affected. KCSIE 2026 specifically identifies misogyny/misandry as potentially forming part of harmful sexual behaviour, sexual violence and sexual harassment.

2. Scope

This policy applies to:

- all pupils and students attending the Academy;
- all staff, including teachers, support staff, supply staff, volunteers, trainees and contractors;
- governors and trustees, where applicable;
- visitors and other adults working with or on behalf of the Academy;

- incidents occurring on Academy premises;
- incidents occurring during trips, visits, residentials and extracurricular activities;
- incidents occurring in the community or outside the Academy;
- incidents occurring online or through digital devices, social media, messaging applications, gaming platforms or other online environments.

The Academy will consider safeguarding concerns even where an incident has occurred entirely outside the school environment if it has an impact on a child or children connected with the Academy.

3. What is Child-on-Child Abuse?

Child-on-child abuse is behaviour by one or more children that causes, or has the potential to cause, harm to another child.

It can involve a single incident or a repeated pattern of behaviour. It may involve an imbalance of power, coercion, intimidation, threats, manipulation or exploitation, although these factors do not need to be present for behaviour to constitute a safeguarding concern.

Child-on-child abuse may occur:

- face-to-face;
- online;
- both online and offline;
- within friendship groups;
- within intimate or romantic relationships;
- between children who know each other;
- between children who do not know each other;
- from an individual towards another child;
- from a group towards an individual; or
- between groups of children.

Children may be affected by more than one form of abuse at the same time. For example, bullying may occur alongside sexual harassment, online abuse, misogyny, misandry or harmful sexual behaviour.

The Academy recognises that child-on-child abuse can affect children of any age and sex. Although some forms of abuse may disproportionately affect girls or boys, all child-on-child abuse is unacceptable and will be taken seriously.

4. Forms of Child-on-Child Abuse

Child-on-child abuse is most likely to include, but is not limited to, the following.

4.1 Bullying

This includes:

- physical bullying;
- verbal bullying;
- emotional or relational bullying;
- cyberbullying;
- prejudice-based bullying;
- discriminatory bullying;
- bullying based on protected characteristics;
- social exclusion;
- intimidation or threats;
- sharing humiliating material online.

The Academy will respond to bullying in accordance with its Behaviour and Anti-Bullying Policies, while recognising that serious or persistent bullying may also constitute a safeguarding concern.

4.2 Physical abuse

Physical child-on-child abuse may include:

- hitting;
- kicking;
- punching;
- pushing;
- shaking;
- biting;
- hair pulling;
- scratching;
- choking or strangulation;
- causing injury;
- threatening physical harm;
- encouraging another child to cause physical harm;
- physical assault involving or threatening the use of a weapon.

Physical abuse may occur as an isolated incident or as part of bullying, intimidation, coercive behaviour, relationship abuse or another safeguarding concern.

4.3 Abuse in intimate personal relationships

The Academy recognises **teenage relationship abuse** and abuse within intimate personal relationships between children as a form of child-on-child abuse.

This may include:

- physical abuse;
- sexual abuse;
- sexual harassment;
- emotional or psychological abuse;
- controlling or coercive behaviour;
- intimidation;
- threats;
- stalking or unwanted monitoring;
- excessive or controlling communication;
- isolation from friends or family;
- pressure to share intimate images;
- pressure to engage in sexual activity;
- online abuse;
- financial or other forms of exploitation.

The fact that behaviour occurs within a friendship, dating or intimate relationship does not make abusive behaviour acceptable.

4.4 Sexual violence

Sexual violence may include:

- rape;
- assault by penetration;
- sexual assault;
- unwanted sexual touching;
- forcing or coercing a child to engage in sexual activity;
- forcing a child to touch themselves sexually;
- forcing a child to engage in sexual activity with another person;
- threatening or encouraging sexual violence.

Sexual violence may occur offline, online or through a combination of both.

4.5 Sexual harassment

Sexual harassment includes unwanted conduct of a sexual nature, including:

- sexual comments;
- sexual jokes;
- sexual remarks;
- sexualised name-calling;
- comments about someone's body or appearance;

- sexualised gestures;
- displaying sexual images;
- sharing pornography;
- unwanted sexual messages;
- sexual harassment through social media or messaging platforms;
- repeated comments or behaviour that create an intimidating, degrading, humiliating or hostile environment.

Sexual harassment may be a one-off incident or part of a broader pattern of behaviour.

The Academy will not dismiss sexual harassment as "banter", "just a joke" or normal behaviour.

Sexual harassment may include or be accompanied by misogyny, misandry or other discriminatory or prejudice-based behaviour.

4.6 Harmful sexual behaviour

Harmful sexual behaviour (HSB) refers to sexual behaviour by children that is developmentally inappropriate, harmful or abusive.

HSB can occur between children of any age and sex and may involve:

- an individual child;
- two children;
- a group of children;
- online activity;
- face-to-face behaviour;
- verbal behaviour;
- physical behaviour;
- sexual harassment;
- sexual violence;
- misogyny or misandry.

The Academy will consider the individual circumstances, including the child's age, developmental stage, understanding, ability, additional needs and the context in which the behaviour occurred.

4.7 Misogyny and Misandry

The Academy recognises that child-on-child abuse can involve hostility, contempt, prejudice or hatred directed towards a child because of their sex.

Misogyny means hostility, contempt, prejudice or hatred directed towards girls or women because they are female.

Misandry means hostility, contempt, prejudice or hatred directed towards boys or men because they are male.

Misogynistic or misandrist behaviour may include:

- sexist insults or slurs;
- degrading or dehumanising comments;
- statements expressing hatred or contempt towards girls, women, boys or men;
- gender-based harassment or intimidation;
- encouraging hostility or discrimination against one sex;
- abusive, harassing or threatening messages online;
- harmful gender stereotypes used to demean, control or intimidate another child;
- targeting a child because of their sex;
- sexual harassment or sexual violence accompanied by misogynistic or misandrist attitudes.

The Academy will challenge misogynistic and misandrist behaviour consistently.

Neither misogyny nor misandry will be dismissed as "banter", "just a joke", "boys being boys", "girls being girls" or normal behaviour.

Where misogyny or misandry forms part of bullying, harassment, sexual harassment, violence, discriminatory behaviour or another safeguarding concern, the Academy will respond in accordance with the relevant safeguarding and behaviour procedures.

4.8 Other prejudice-based and discriminatory abuse

The Academy will not tolerate child-on-child abuse motivated by prejudice, discrimination or hostility towards a person or group.

This may include abuse relating to:

- race or ethnicity;
- religion or belief;
- disability;
- sexual orientation;
- gender reassignment;
- sex;
- pregnancy or maternity;
- age, where applicable;
- nationality or cultural background;
- appearance;
- social background;
- additional needs or disability;
- any other characteristic or aspect of a child's identity.

This may include discriminatory language, harassment, bullying, intimidation, exclusion, threats, violence or online abuse.

The Academy will respond to all such behaviour seriously and proportionately.

4.9 Causing someone to engage in sexual activity without consent

This includes:

- forcing someone to remove clothing;
- forcing someone to touch themselves sexually;
- forcing someone to engage in sexual activity;
- pressuring someone to engage in sexual activity;
- threatening someone if they do not participate;
- forcing someone to engage in sexual activity with another person.

4.10 Making and sharing nudes and semi-nudes

The Academy recognises the safeguarding risks associated with the creation, sending, receiving, posting or sharing of nude or semi-nude images, videos or livestreams involving children under 18.

This includes images or videos that have been:

- self-generated;
- created or taken by another person;
- digitally altered;
- manipulated;
- generated using artificial intelligence;
- created as "deepfakes" or "deep nudes".

The Academy recognises that consensual image sharing, particularly between older children of a similar age, may require a different safeguarding response from non-consensual sharing. However, children under 18 should understand that creating or sharing such material may have legal implications and that non-consensual sharing is harmful and potentially criminal.

Children involved in such incidents will not automatically be treated simply as offenders. The welfare, safeguarding needs and circumstances of every child involved must be considered.

The Academy will follow the Department for Education/UK Council for Internet Safety guidance **Sharing nudes and semi-nudes: advice for education settings working with children and young people**.

All incidents must be reported immediately to the DSL or Deputy DSL and managed as safeguarding concerns.

Staff must never forward, copy, download, save or distribute an image of a child involved in such an incident unless specifically authorised as part of an appropriate safeguarding or investigative process.

4.11 Upskirting

Upskirting generally involves taking an image under a person's clothing without their permission, with the intention of viewing their genitals or buttocks or causing humiliation, distress or alarm.

Upskirting is a criminal offence and will be treated as a serious safeguarding matter.

4.12 Initiation and hazing

This may include:

- humiliating rituals;
- physical challenges;
- intimidation;
- harassment;
- abuse;
- forced consumption of substances;
- forced or unwanted sexual behaviour;
- activities intended to humiliate or degrade;
- online elements associated with initiation or hazing;
- violence or threats of violence.

The fact that an activity is described as a "tradition", "joke", "initiation" or "rite of passage" will not make abusive behaviour acceptable.

5. Online Child-on-Child Abuse

The Academy recognises that technology is a significant component of many safeguarding concerns.

Child-on-child abuse can occur through:

- social media;
- messaging applications;
- gaming platforms;
- group chats;
- livestreams;
- email;
- image-sharing platforms;
- video-sharing platforms;
- anonymous messaging;
- school or personal devices.

KCSIE 2026 specifically recognises that children can abuse other children online through abusive, harassing and misogynistic/misandrist messages, non-consensual making or

sharing of nudes or semi-nudes, particularly in chat groups, and the sharing of abusive images or pornography with children who do not want to receive such content.

The Academy will consider online and offline behaviour together where appropriate. Online behaviour may constitute or contribute to bullying, harassment, sexual harassment, sexual violence, relationship abuse, misogyny, misandry, harmful sexual behaviour or other safeguarding concerns.

Where appropriate, the Academy will use its filtering and monitoring arrangements, alongside pastoral and safeguarding systems, to identify and respond to online risks.

6. A Whole-School Approach

Preventing child-on-child abuse is the responsibility of the whole Academy community.

The Academy will:

- promote respectful relationships;
- teach children about consent, boundaries and healthy relationships;
- provide age-appropriate safeguarding education;
- address harmful stereotypes and attitudes;
- challenge misogyny and misandry;
- challenge prejudice and discriminatory behaviour;
- promote positive behaviour and respect;
- provide clear reporting mechanisms;
- ensure staff understand their safeguarding responsibilities;
- monitor patterns and hotspots of behaviour;
- use behaviour and safeguarding data to identify emerging concerns;
- work with parents and carers;
- work with Family Help, children's social care and other external agencies where appropriate;
- review incidents to identify learning and preventative action.

The Academy will maintain an environment in which children feel confident to speak to a trusted adult and understand that concerns will be taken seriously.

7. Staff Responsibilities

All staff must understand that children can abuse other children.

Staff must:

1. remain professionally curious;
2. maintain an attitude of "it could happen here";
3. recognise indicators and signs of child-on-child abuse;
4. challenge inappropriate, discriminatory or abusive behaviour;
5. never dismiss abusive behaviour as "banter", "just a joke", "boys being boys" or "part of growing up";

6. listen carefully to children;
7. take disclosures seriously;
8. never promise confidentiality;
9. report concerns to the DSL or Deputy DSL without delay;
10. record safeguarding concerns accurately on CPOMS;
11. follow the Academy's safeguarding procedures;
12. seek advice from the DSL if they are unsure whether behaviour constitutes abuse;
13. understand the Academy's procedures for responding to online abuse and harmful sexual behaviour.

Staff should not attempt to conduct their own investigation into a safeguarding allegation. Their responsibility is to ensure immediate safety, listen appropriately, record accurately and report the concern promptly to the DSL or Deputy DSL.

KCSIE 2026 expects staff to understand the school's child protection policy and procedures for child-on-child abuse.

8. Reporting a Concern

Any member of staff who becomes aware of, receives a disclosure about, or has a concern regarding possible child-on-child abuse must:

Step 1 – Ensure immediate safety

Where necessary, staff should take immediate action to protect the child or children from further harm.

If there is an immediate risk of serious harm, staff must follow the Academy's emergency safeguarding procedures and contact emergency services where appropriate.

Step 2 – Report to the DSL

The concern must be reported to:

Designated Safeguarding Lead: Sally Valentine

or a **Deputy Designated Safeguarding Lead**.

Staff must not delay reporting because they are unsure whether the behaviour constitutes abuse.

Step 3 – Record on CPOMS

All concerns must be recorded on **CPOMS** as soon as possible.

Records should include:

- what was seen, heard or disclosed;

- dates and times;
- names of children involved;
- names of witnesses, where known;
- the child's own words where appropriate;
- action taken;
- who the concern was reported to;
- any immediate safety measures;
- decisions made;
- the rationale for significant decisions;
- outcomes and follow-up information.

Records should be factual and avoid assumptions or unsupported conclusions.

The DSL will ensure that safeguarding records are maintained securely and that information is shared only where there is a safeguarding reason and appropriate lawful basis.

9. Responding to a Disclosure

When a child discloses child-on-child abuse, staff should:

- remain calm;
- listen carefully;
- allow the child to speak;
- take the child seriously;
- reassure them that they have done the right thing by telling someone;
- explain that the information may need to be shared with people who can help keep them safe;
- avoid leading questions;
- avoid investigating the allegation themselves;
- avoid making promises of confidentiality;
- report the concern to the DSL or Deputy DSL immediately;
- make an accurate record on CPOMS.

The child should never be made to feel that they have caused a problem by reporting abuse.

The Academy will take account of the child's wishes and feelings when determining how best to safeguard and support them, while recognising that safeguarding responsibilities may require action that a child does not request.

10. Responding to Allegations and Incidents

The DSL will determine the appropriate safeguarding response.

This may include:

- speaking with the children involved where appropriate;
- undertaking an immediate risk assessment;
- putting safety measures in place;

- consulting Family Help or children's social care;
- contacting the police where appropriate;
- consulting the local safeguarding partnership;
- involving parents or carers where appropriate;
- providing pastoral support;
- providing specialist support;
- applying the Behaviour Policy;
- making referrals to specialist harmful sexual behaviour services;
- considering whether there are wider safeguarding concerns;
- reviewing online safety and filtering/monitoring information;
- monitoring the situation over time.

The Academy will not require staff who receive a disclosure to investigate the allegation themselves. Any investigation or formal fact-finding will be undertaken by the appropriate person or agency in accordance with safeguarding procedures.

The Academy will consider each incident individually. The response will take account of:

- the nature of the behaviour;
- seriousness and frequency;
- age and developmental stage;
- power imbalance;
- coercion or intimidation;
- vulnerability;
- additional needs or disability;
- whether the behaviour was online or offline;
- whether there is a pattern of behaviour;
- impact on the child affected;
- impact on other children;
- risk of further harm;
- whether a criminal offence may have occurred;
- whether the behaviour forms part of a wider pattern of prejudice, discrimination, misogyny or misandry.

11. Supporting Children Affected by Child-on-Child Abuse

The Academy recognises that child-on-child abuse can affect:

- the child who has experienced the abuse;
- the child who has displayed the harmful behaviour;
- witnesses;
- friends and peer groups;
- other children affected by the incident.

Support will therefore be considered for all children involved.

Support may include:

- a trusted adult;
- pastoral support;
- safeguarding supervision;
- adjustments to the school environment;
- increased supervision;
- safe spaces;
- wellbeing support;
- counselling or therapeutic support where appropriate;
- specialist external services;
- safety planning;
- ongoing monitoring.

The Academy will avoid labelling children unnecessarily and will use appropriate terminology sensitively.

KCSIE 2026 recognises that children may not identify with the term "victim" and that terminology should be considered carefully on a case-by-case basis.

12. Supporting Children Who Have Displayed Harmful Behaviour

A child who has harmed another child will be held appropriately accountable for their behaviour.

However, the Academy recognises that children who display harmful behaviour may themselves have experienced abuse, exploitation, trauma or other safeguarding concerns.

The Academy will therefore consider:

- the child's safeguarding needs;
- developmental stage;
- understanding of the behaviour;
- vulnerability;
- previous experiences;
- whether the behaviour is repeated;
- whether the child has experienced abuse;
- whether specialist support is required;
- the impact of the child's behaviour on others;
- the risk of further harm.

Behavioural consequences will be applied in accordance with the Behaviour Policy and will be proportionate, fair and safeguarding-led.

Accountability and safeguarding are not mutually exclusive. A child who has harmed another child may require both appropriate consequences and safeguarding support.

13. Harmful Sexual Behaviour and the Brook Traffic Lights Tool

The Academy will use **Brook's Sexual Behaviours Traffic Light Tool** to support informed decision-making and meaningful professional conversations about sexualised behaviour.

The tool supports professionals to identify, understand and respond to sexual behaviours in children and young people and helps distinguish behaviours that may form part of healthy development from behaviours that are problematic or harmful.

When considering behaviour, the Academy will take account of:

- the child's chronological age;
- developmental age;
- developmental stage;
- understanding and ability;
- any special educational needs or disabilities;
- the context;
- location;
- frequency;
- nature and severity of the behaviour;
- whether consent was present and meaningful;
- whether coercion or pressure was involved;
- the impact on other children;
- whether there is a pattern of behaviour.

DSL Sally Valentine has completed training in the use of the Brook Sexual Behaviours Traffic Light Tool.

The tool will support, but will not replace, professional safeguarding judgement, statutory safeguarding procedures or referrals to other agencies where required.

14. Sexual Violence and Sexual Harassment

Reports of sexual violence or sexual harassment will be managed in accordance with KCSIE Part Five and the Academy's safeguarding procedures.

The Academy will:

- take all reports seriously;
- provide appropriate support;
- consider immediate safety;
- assess risk;
- consider whether children need to be separated;
- consider the wishes and needs of the child affected;
- consider the needs of the child alleged to have caused harm;
- consider the wider peer environment;

- involve parents/carers where appropriate;
- make referrals to external agencies where required;
- consider police involvement where a criminal offence may have occurred;
- provide ongoing support and monitoring.

The Academy recognises that harmful sexual behaviour can occur between children of any age and sex, can occur in groups, online or face-to-face, and may include misogyny or misandry.

15. Making and Sharing Nudes and Semi-Nudes

Where a concern involves nudes or semi-nudes:

- the incident must be reported to the DSL immediately;
- staff must not view, copy, forward, download or distribute images unnecessarily;
- the DSL will follow the relevant national guidance;
- the welfare and safety of the children involved will be prioritised;
- the Academy will consider whether the police or other agencies need to be involved;
- parents/carers will be informed where appropriate;
- appropriate support will be provided;
- the incident will be recorded on CPOMS.

The Academy will also consider whether an image has been generated, digitally altered or manipulated using artificial intelligence.

The Academy will follow the DfE/UKCIS guidance on sharing nudes and semi-nudes and will ensure that responses are proportionate and focused on the welfare and protection of the children involved.

16. Consent

The Academy will ensure that children understand that:

- consent must be freely given;
- consent can be withdrawn;
- someone being silent does not necessarily mean they consent;
- pressure or coercion undermines genuine consent;
- consent to one activity does not mean consent to another;
- consent can be withdrawn at any time;
- sharing an intimate image without consent is harmful and potentially criminal;
- children should never be pressured into sexual activity or sexualised behaviour.

Consent education will be delivered through the Academy's Relationships and Sex Education and wider safeguarding curriculum.

The Academy recognises that consent must be considered in the context of age, development, capacity, coercion, pressure and safeguarding.

17. Equality, Diversity and Additional Vulnerability

The Academy recognises that some children may be more vulnerable to child-on-child abuse or may face additional barriers to disclosure.

The Academy will consider the needs of children who:

- have special educational needs or disabilities;
- have communication difficulties;
- are vulnerable to exploitation;
- have experienced previous abuse;
- are socially isolated;
- are experiencing mental health difficulties;
- are affected by discrimination or prejudice;
- are particularly vulnerable online;
- have additional safeguarding needs.

The Academy will also consider whether prejudice, discrimination, misogyny or misandry has contributed to an incident or created an additional barrier to reporting.

Reasonable adjustments will be considered to ensure children can understand safeguarding information and access reporting mechanisms.

18. Prevention and Education

The Academy will provide age-appropriate education about:

- healthy relationships;
- respect;
- boundaries;
- consent;
- online safety;
- harmful sexual behaviour;
- bullying;
- sexual harassment;
- sexual violence;
- teenage relationship abuse;
- image-sharing;
- pornography;
- misogyny;
- misandry;
- harmful stereotypes;
- prejudice and discrimination;
- how to seek help;

- how to report concerns.

The Academy will ensure that safeguarding education is embedded within the curriculum, including Relationships Education/RSE and relevant computing and online safety provision.

The Academy will challenge attitudes and behaviours that normalise abuse, harassment, discrimination, misogyny, misandry or sexual violence.

19. Reporting Mechanisms for Children

Children will be provided with clear and accessible ways to report concerns.

They may report:

- directly to a trusted member of staff;
- to the DSL or Deputy DSL;

Children will be told that:

- they will be listened to;
- their concerns will be taken seriously;
- they will not be blamed for reporting;
- they can ask for help for themselves or someone else;
- they should tell an adult if something does not feel right.

Reporting systems will be well promoted, easily understood and accessible to children.

The Academy will regularly review whether children understand how and where to report concerns and whether reporting mechanisms are working effectively.

20. Parents and Carers

The Academy will work with parents and carers wherever appropriate and consistent with safeguarding requirements.

Parents and carers may be provided with:

- information about incidents involving their child;
- advice about supporting their child;
- information about online safety;
- information about external support services;
- guidance about healthy relationships and appropriate behaviour.

There may be circumstances where information cannot be shared immediately or fully, including where doing so could increase risk to a child or compromise a safeguarding or criminal investigation.

The Academy will consider the child's safety and welfare before sharing information with parents or carers.

21. External Agencies and Family Help

The Academy will work with relevant agencies where necessary, including:

- Family Help and relevant early help services;
- Children's Social Care;
- Police;
- Local Safeguarding Partners;
- health professionals;
- specialist harmful sexual behaviour services;
- education welfare services;
- other appropriate support agencies.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DSL will follow the Academy's child protection procedures and make appropriate referrals.

Staff do not need to be certain that abuse has occurred before reporting a safeguarding concern.

The Academy will follow local safeguarding partnership arrangements, thresholds and referral procedures.

22. Confidentiality and Information Sharing

Information relating to child-on-child abuse will be shared on a **need-to-know basis** and in accordance with safeguarding and data protection requirements.

The Academy recognises that data protection legislation is not a barrier to appropriate information sharing where this is necessary to safeguard a child and where the relevant lawful basis applies.

Relevant information-sharing requirements will be considered in accordance with:

- the Data Protection Act 2018;
- the UK GDPR;
- the Data (Use and Access) Act 2025;
- KCSIE 2026;
- Working Together to Safeguard Children 2026;
- relevant local safeguarding partnership procedures.

Staff must not:

- discuss incidents with colleagues who do not need to know;
- discuss incidents with other pupils;
- share safeguarding records;
- share images or videos;
- post information about incidents online;
- promise children absolute confidentiality.

23. Recording and Monitoring

All child-on-child abuse concerns will be recorded appropriately on **CPOMS**.

The DSL will monitor records to identify:

- repeated incidents;
- patterns of behaviour;
- particular locations or times where incidents occur;
- groups of children who may require additional support;
- online trends;
- recurring themes;
- possible wider cultural issues;
- patterns involving misogyny or misandry;
- prejudice-based or discriminatory behaviour.

The Academy will use this information to inform prevention, supervision, curriculum planning, staff training and safeguarding reviews.

Safeguarding records should clearly record the concern, actions taken, decisions made, the rationale for significant decisions and outcomes.

Where appropriate, information will be reviewed at a strategic level to identify whether further preventative action is required.

24. Staff Training

All staff will receive safeguarding and child protection training as part of induction and will receive regular updates.

Training will include awareness of:

- child-on-child abuse;
- harmful sexual behaviour;
- sexual harassment;

- sexual violence;
- teenage relationship abuse;
- bullying;
- prejudice-based and discriminatory bullying;
- online abuse;
- making and sharing nudes and semi-nudes;
- AI-generated sexualised images;
- upskirting;
- relationship abuse;
- consent;
- misogyny;
- misandry;
- harmful stereotypes;
- reporting procedures;
- recording on CPOMS;
- how to respond to disclosures.

Staff will be expected to understand their individual responsibility to challenge inappropriate behaviour and report safeguarding concerns.

Safeguarding and child protection updates will be provided at least annually and more frequently where required by emerging risks, local safeguarding arrangements or changes to statutory guidance.

25. Monitoring and Review

The DSL and senior leaders will monitor the implementation of this policy.

The Academy will review:

- reported incidents;
- CPOMS records;
- pupil voice;
- safeguarding data;
- behaviour data;
- attendance data;
- exclusions and suspensions;
- online safety information;
- staff feedback;
- parent/carer feedback;
- emerging national safeguarding guidance;
- local safeguarding partnership guidance and procedures.

The Academy will review whether:

- children know how to report concerns;
- reporting mechanisms are accessible;
- incidents are being recorded appropriately;

- children affected by abuse are receiving appropriate support;
- children displaying harmful behaviour are receiving appropriate safeguarding support and accountability;
- patterns of misogyny, misandry, discrimination or other harmful behaviour are being identified;
- preventative education is addressing emerging concerns.

The policy will be reviewed at least annually and sooner where there are significant changes to legislation, statutory guidance or local safeguarding procedures.